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ABSTRACT

Developed by the Oregon Elementary English Project, this curriculum unit on language games and activities is intended for grades one and two. The games and activities are designed to make the child aware of language indirectly by requiring him to construct sentences of various kinds, observe relations between parts of sentences and between words, use various kinds of sentence parts in the proper place, construct words, alphabetize, categorize, and focus attention on the sounds of language. For the child the emphasis is on the game; the specific objective, however, is stated at the beginning of each game or activity. Sample sets of material for the first eight games are provided in separate manila folders which are labeled with the name of the game and instructions for using the materials. Many of the lessons also include supplementary materials consisting of such things as tapes, charts, overhead projector materials, and activity cards. (HOD)

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Levels A - B
(Grades 1 & 2)

GAMES AND ACTIVITIES

VOLUME I
Part C

LANGUAGE GAMES AND ACTIVITIES

Developed under contract with the
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by

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SUGGESTED TEACHING SEQUENCE

The games and activities in Drama, Composition, and Language that make up most of the contents of this first volume of the curriculum for grades 1-2 are intended to be used whenever you think your children are ready for them or whenever an opportunity arises that would lead easily and naturally into one of the games or activities. In other words, although some of the games and activities are simpler and others more complex, although some require an elementary reading ability and others do not, they are not organized in a definite sequence, nor do we suggest that one is needed. Many of the games, in fact, can be played over and over throughout the year by individual children or groups of children.

The poems in the second volume of this series and the stories in the third have not been arranged in a definite sequence either, but in this case it has seemed wise to suggest a possible way of organizing the poems and stories through the school year as an aid to the teacher. There is nothing inevitable about the order suggested, and you should feel free to work out a different sequence of your own suited to the needs and interests of your class, or to vary the suggested plan as you see fit. In the suggested schedule that follows, we have starred (*) those lessons that pertain to certain seasons of the year or certain holidays and ought if possible to be used at the time indicated.

Some of the Literature lessons are accompanied by a Drama, a Composition, or a Language lesson. When this happens, this outline will indicate the fact by adding Dr (Drama), Co (Composition), or La (Language) following the title of the poem or story around which the Literature lesson is built.

Most of the lessons for these two years call only for oral responses from the children. When a lesson requires writing by the children, a small (w) after the title in this outline will let you know.

SEPTEMBER

LITERATURE

Poetry

Hands	Dr*	La	
Feet	Dr*	La	
The Rabbit			
Regent's Park			
Counting Out Rhyme			
A Muddy Good Time			
I Can Be a Tiger			
Mice			Co

Stories

Snow White			
The Pancake			Co

OCTOBER

LITERATURE

Poetry

Autumn Woods		La	
Song of the Cornpopper	Dr*	La	Co
Secret Song		La	Co(w)
Halloween	Dr	La	
At the Zoo			
"I look outside and think..."			
Skyscrapers			

OCTOBER (cont'd)

Stories

Hansel and Gretel	Dr		Co
Teeney Tiny			
The Old Woman in the Wood			

NOVEMBER

LITERATURE

Poetry

November Night			Co
It Is Raining	Dr	La	
Kitchen Tunes	Dr		Co
Wind Song		La	Co
In the Fog			
Little Puppy			
Forecast			Co

Stories

The Three Little Pigs	Dr		
The Magic Ring			

DECEMBER

LITERATURE

Poetry

Going to Bed		La(w)	
Do You Know?	Dr		Co(w)
The Toaster			Co
Halfway Down			Co

Stories

The Golden Goose	Dr		
The Elves and the Shoemaker	Dr		

JANUARY

LITERATURE

Poetry

White Fields			Co
Furry Bear			
Snowman	Dr		
Roads		La	Co
Waking		La	
I Can Be a Tiger			

Stories

Why Evergreen Trees Keep Their Leaves in Winter	Dr		Co
Rumplestiltskin			
The Fairy			

FEBRUARY

LITERATURE

Poetry

Go Wind	Dr		
Elf and the Dormouse	Dr	La	Co
Fog			Co(w)
Little Snail			
If I Had a Dollar			
Whistle			

Stories

The Traveling Musicians			Co
The Three Billy Goats Gruff	Dr		

MARCH

LITERATURE

Poetry

A Kite		La	Co
Little Black Bug			Co
The Hayloft		La	
The Wind			
Dandelion			
The Little Turtle			
"I'd ride a camel..."			
Mine	Dr		

MARCH (cont'd)

Stories

East O' the Sun and West O' the Moon	Dr		Co
The Lad Who Went to the North Wind			

APRIL

LITERATURE

Poetry

How Creatures Move			Co
Fuzzy Wuzzy, Creepy Crawly	Dr		
How Do You Know It's Spring?	Dr	La(w)	Co
Eletelephony		La	
Rinky Rally Billy Bo			Co(w)
Only My Opinion			
To a Squirrel			
Chums			
April Rain Song	Dr		Co(w)

Stories

How the Robin's Breast Became Red	Dr		

MAY

LITERATURE

Poetry

Names		La	
I Know a Place		La	Co
My Shadow			Co
The Bear	Dr		Co
The Little Plant	Dr	La	
Hey, Bug!		La	Co
Raccoons	Dr	La	Co
Caterpillar			

Stories

The Big Turnip	Dr*		Co

JUNE

LITERATURE

Poetry

The Ice Cream Man	La	Co
Bees	La(w)	Co
Puppy and I		
Barefoot Days		
They're Building a Mound		

Stories

Brier Rose

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THE LANGUAGE STRAND

Teaching About Language

There are two kinds of language instruction. The goal of one is to develop skill in using language. The goal of the other is to teach something about language. These two kinds of instruction are intertwined in much of this elementary English curriculum. Though they are related, a teacher should be aware of the differences because of the differences in what to expect from each and the techniques of teaching. The differences in the two are related to what linguists call linguistic competence and linguistic performance.

As linguists use the term, linguistic competence refers to the internalized knowledge of the rules of language that enables any normal human being, no matter what his background or culture, to produce utterances in his language and to understand the utterances of others. It is what we acquire in the first few years of life as we learn our native language. It is probably not possible to actually teach this kind of competence. In fact, it is impossible to prevent a normal human being from acquiring it. How this happens isn't very well understood yet, but it seems clear that we unconsciously acquire a whole set of rules for producing sentences. By the time a child comes to school he has acquired a substantial part of this body of rules that govern his use of language. He can think and talk in sentences, many of them quite complex. He can make statements, both affirmative and negative, can ask questions and give commands. He can combine simple sentences into more complex ones. He of course does this without being aware of what he is doing.

Linguistic performance has to do with how a person uses his internalized knowledge of the language. Performance varies from person to person, and each of us has different levels of performance at different times, depending upon such things as time, situation, our physical well-being, and state of mind. Language instruction in spelling, writing, and the effective use of language is really concerned with performance. Both composition and literature are concerned with the uses of language--with performance.

The other kind of language instruction--teaching about language--is more concerned with linguistic competence than with performance. Its goals are primarily:

1. To make the child aware of language and what he is able to do with it.

2. To help him understand something about what language is and how it works.

3. To develop in him an interest in and curiosity about language and a sense of confidence in his own ability to use it.

What does it mean, to teach <u>about</u> language? When we make a child conscious of what a sentence is we are teaching him about language. If we make him conscious that some sentences are statements and some are questions, we are teaching him about language. When we make him conscious that if we give him a statement he can turn it into a question, we are showing him something about his own linguistic competence. This isn't something someone has to teach him. He already knows how to do it--and many, many other things. When you make him conscious that as a human being he can use language and can do many things, because he can use it, that animals can't, we are teaching him about language. We are teaching him about language when we help him realize that he can use language to get what he wants; to communicate with people far away; and to tell people where, when, and what. And we are teaching about language when we teach him that language has sounds and parts that go together in a certain way, which he is already aware of, and that words have many kinds of meaning.

The language strand in this curriculum is not concerned so much with the uses of language as with the nature of language itself as a uniquely human phenomenon. (Other parts of the curriculum are concerned primarily with the uses of language.) This approach to language study is based on several convictions: 1) that language is such an important part of human existence that it is worthwhile for humans to understand something about it; 2) that elementary school children have already acquired the complex set of rules that enables them to use their language, though they are not aware of what they know; 3) that the purpose of language study in the school should be to help children become aware of what they know about and can do with language; and 4) that such an awareness is of interest to children because it helps them to appreciate and understand something about themselves. Throughout the curriculum, we emphasize what the child already knows and can understand about himself. Indirectly, developing an attitude of appreciation for and interest in language should carry over to the lessons in other parts of the curriculum where students are concerned with the uses of language.

The language lessons in this curriculum incorporate a number of the concepts and principles and some of the information which have been made available by modern linguistic study. These concepts are developed at different levels in different years, thus reflecting the philosophy of Jerome Bruner that children can understand the basic principles of any discipline if the principles are presented at a simple and unsophisticated level. The lessons for grades 3-6 are organized into separate but related units, each of which develops one of the concepts about language. The curriculum for grades 1 and 2, although it is intended to be unstructured, provides a background of understanding that the curriculum of the higher grades can build on. The concepts, as they are developed in grades 3-6, are discussed in the following paragraphs.

1. Language is an internalized human system. All living creatures have some means of communicating with other creatures of their own species. These means range from simple tactile signals by which one-celled creatures attract others of the same species, to the complex system of the social insects and of man. Man communicates by means of human language. Though language is not man's only means of communication it is the most complex, and other means are related to language and can be interpreted by language. Human language shares some of the characteristics of the communication systems of the lower animals. Like them, it makes use of arbitrary symbols that are used in a predictable way, that is, according to rules. Each species of creature has its own system. Some systems are quite limited in the messages that can be produced. The human system is organized in such a way that an infinite number of messages (sentences) are possible. This is one of the characteristics of the language of humans that is shared by almost no other species.

In most systems, the creatures using the system can both produce messages and understand messages being produced by other members of the species. Humans are both hearers and speakers of the language. But the one characteristic of human language which, as far as we know, is peculiar to the human system is that humans need no immediate stimuli to trigger the use of language. Man can communicate about what happened long ago and far away; he can use his language to communicate about what may never happen as well as about abstract ideas. This characteristic is undoubtedly related to his ability to develop a complex civilization and to the nature of the human mind itself. So the study of language helps us know something about ourselves.

The lessons in the first two units of the third and fourth grade, "Human Language" and "Communication Systems," and the first unit in the fifth and sixth grade language curriculum are concerned with this concept of language. They attempt to do two things: 1) by comparing human language with animal systems of communication, they attempt to make students aware of how human language differs from animal systems and how it enables human beings to do many things that animals cannot do; and 2) by examining various systems, the lessons try to make students aware that language is a system which they already have and can use.

2. The system consists of a set of rules. The third unit of the third and fourth grade curriculum, "You Already Know It," and the second unit of the fifth and sixth grade curriculum, "How Sentences Are Made," are concerned with the nature of the system, that is, with the actual structure of sentences and how they are put together. This is the area of language study commonly referred to as grammar, and it is important that we now define this term as it is used in connection with this curriculum. Many people believe that there is a "correct" and an "incorrect" way to use language, and that grammar is what tells us which is which. For them, that which they consider correct is grammatical and that which is incorrect is ungrammatical. Moreover, they believe that correctness refers to the forms preferred by the speakrs of "standard English," al-

though the forms of standard English vary greatly from place to place and person to person.

The term grammar as it is used in modern linguistic study, however, refers not to a standard of correctness imposed from without but to the internalized rules which speakers of a language follow in producing and understanding the sentences of their language, and to a description of these rules. A sentence is grammatical, according to this definition, if it has been produced according to the rules of the system. It is ungrammatical if it has not. Thus

I ain't got no pencil.

and

I don't have any pencil.

are both English sentences produced by rules of the language. One of the sentences is preferred by one set of speakers of English, and the other by another. But both sentences belong to the language, and both have been produced by the internalized rules of the speakers. They simply represent two different varieties of English. On the other hand,

have don't no pencil I

has not been produced by any rules of English and would be used by no speakers of English. It is a completely ungrammatical group of words. A study of grammar, then, is concerned with describing the actual system that is language.

This elementary school curriculum does not concentrate on the rules of grammar nor on grammar as a formal system. Rather, it is concerned with developing some concepts and making students familiar with some terminology that will prepare them for a more detailed study of grammar in later years. It might be called a pre-grammar curriculum.

One of the concepts developed in this language curriculum is that sentences are made up of parts within parts within parts. Students are made aware that they already subconsciously recognize the differences between the various parts of sentences and know how to put them together. After they have identified some of the parts--not by definition or by name, but by seeing how they behave in sentences--they learn what the parts are called: nouns, verbs, adjectives, adverbs, etc.

Students also discover that they know how to combine sentences and to change sentences around according to grammatical rules. They can make questions out of affirmative sentences and affirmative sentences out of questions, passives out of actives and actives out of passives. They know how to make sentences negative. They know how to make relative clauses, without knowing what a relative clause is. The emphasis throughout is in

showing students what they already know about language and are doing with it all the time, not just in the classroom. This kind of awareness is sound preparation for the specific study of grammar in the junior high school years.

In the language curriculum we make no sustained attempt to impose a particular variety of English. This is not to say that it is unimportant for students to become aware of the differences between the usage preferred by educated speakers of English and the forms these speakers avoid. It is to say that we do not believe one can impose a different variety of English merely by setting up a list of "do's" and "don'ts" in the classroom. It is our conviction, based on much evidence in linguistic research, that people do not change their patterns of usage until it becomes expedient for them to do so, and that this normally doesn't happen in the elementary school years. On the other hand, if we make young children overly anxious about whether they are saying the "correct" thing or not, we can inhibit their free use of language, and it is this free use that we want to emphasize in these early years. Once students have learned to express themselves both in writing and in speaking with ease and fluency, they can be held increasingly, through the six years of junior and senior high school, to the requirements of educated usage, as they are to other conventions of the adult world.

3. Words are the building blocks of language. Although teachers of English language arts should be aware that words themselves can be broken down into smaller units (usually called morphemes), it is not inaccurate to think of them as the building blocks of language. The units on words in this curriculum, called "Fun With Words" in the third and fourth grades and simply "Words" in the fifth and sixth, are concerned with showing students all the various things they already know about words: that they are pronounced, they have various kinds of meanings, and they have different functions in the sentences of the language. In the fifth and sixth grade curriculum and in a few lessons in the third and fourth, students learn something about the history of words and how they have entered the language. At each level there are sections on using the dictionary. Overall, the units are intended to make students curious about words; conscious of the way they use them; and proud of their individual stock of words (their word bank), which they are encouraged to increase.

4. Language is gradually changing. As long as language is used it will change. The process is usually so gradual that we are not aware of it, but because of what we know about how language has changed in the past we can be certain that it is changing right now. Over a long period of time the changes are quite regular, though they may seem isolated and unrelated at any given moment in history. We don't know what causes many of the changes, particularly changes in pronunciation and grammar, but we do know that certain events in history have had an effect on language. English is different from other languages because of various historical events. One was the coming of the Germanic tribes, the Angles and Saxons and Jutes, to the British Isles, where they were isolated from the speakers of dialects of the language. Another was the invasion of England by the

French-speaking Normans, who ruled it for several centuries, leaving a mark on the language.

In Language V and VI the section on language change, called "Language History," attempts only to make students conscious of language changes by letting them see and hear English in various stages of its development and by telling them about some of the historical events that have had an effect on the language that they speak today. There is no unit on language history as such in the third and fourth grade curriculum. Instead, students are briefly introduced, in the unit called "Fun With Words," to the fact that words have a history.

5. Language has great variety. Because language is constantly changing and because of the great variety of factors which affect language, it is inevitable that languages vary from place to place and time to time. Even individual speakers of the same language vary greatly in the language they use. People who belong to the same speech community, that is, who live close together and speak the same variety of a language, are said to speak a dialect of the language. Each of us speaks a dialect of English, for example. No one dialect is any better intrinsically than any other. It is just different. Dialects vary in pronunciation, grammatical structure, and vocabulary. In addition to the variation among dialects, within any one dialect there are variations in style which depend on the occasion and the purpose for which we are speaking. We are, for example, more formal with some people than with others, and more formal on some occasions than on others.

The purpose of the lessons in the unit called "Variation in Language" in the third and fourth grade curriculum and "Variation" in the fifth and sixth grades is to help students understand 1) that variations and differences exist in languages as in other things (we don't all look alike, dress alike, act alike); and 2) that such differences are natural and inevitable. The intent is to develop an attitude of tolerance for individual differences, in language as in other things, and also to help students become aware of some of the kinds of differences that exist. Such an awareness and tolerance should eventually contribute to an understanding of the differences between the usage of educated speakers and the forms that these speakers avoid and should help students, in later years, to choose intelligently for themselves the variety of English they wish to speak.

Usually the variations from the norm which one finds in a classroom make up a fairly small percentage of the total language output of any one child. Basically, since we are all speakers of English, our dialects are more alike than different, else we could not understand one another. But for someone who quivers when he hears the word "ain't," this small percentage may receive far more attention than it deserves proportionately. For those teaching in some of the inner city schools the variation may be greater. That is, there may be students whose dialects vary to the extent that they interfere with communication, almost as a foreign language would. In other words, the dialects may include many basic rules that

differ from those of standard English. In that event a teacher needs to understand the nature of the differences and should seek help outside of this curriculum. Such students require special instruction and a different kind of curriculum.

The Language Strand for Grades 1 and 2

The language performance of many children in the primary grades (and older) is not equal to their competence. Therefore one of the goals of language instruction in these grades is to raise their level of performance, to help them use better what they already know unconsciously.

Again, though there is much that is not known about how people acquire language, it seems clear that performance can best be developed by providing the environment and the experiences that expose children to language and require them to use it in natural situations. A child that has been talked to a lot and has grown up in the kind of environment that enables him to converse frequently with others usually arrives at school with a higher level of linguistic performance than one that has not been raised in an environment requiring much use of language. This has nothing to do with his IQ.

So it would seem that one of the most promising approaches for developing linguistic performance in the primary years is to provide the experiences for the child to hear and use language frequently. The experience approach to composition in this curriculum attempts to do just that. As in the upper grades, it creates the necessity and the desire to use language and provides ways to explore its uses. In a different way the literature curriculum does this also, by providing much exposure to language used imaginatively and effectively. And to the extent that language is involved in drama, the curriculum also provides an environment where the child will be motivated to develop his linguistic performance.

The language curriculum itself, in the primary grades as in the upper grades, is more concerned with teaching about language and in doing so uses two approaches. Since any experience that involves language can provide an opportunity to talk about language, there are a variety of suggested activities in connection with the stories and poems in the literature section. They deal with many aspects of language. It is not intended that they should all be used. They should be selected with great care at appropriate moments so that they enhance rather than detract from the enjoyment of the poem or story. They are provided to help the teacher spot the opportunities for language instruction which can be used when anything involving the use of language is being studied.

The other approach to teaching about language is independent of the other strands in this curriculum. It consists of a variety of game-like activities which require students to use language and to discover something about it and about what they are able to do with it. For example,

there are games that require children to build sentences and help them discover that words go together in a certain order. There are sentence-combining games that provide practice in constructing complex sentences. Each of the games concentrates on a specific aspect or fact about language. There is little or no attempt to analyze or identify parts by name. The idea is that by isolating a particular language fact and building a game around it, we can make the child conscious of the particular fact. For example, a game that concentrates on all the ways it is possible to tell where something is, would develop an awareness in the child of this kind of part in the language. It could also, of course, increase the child's ability to use this kind of part. (Later on in school he will learn that this kind of part is called a "place adverbial.") The overall purpose, of course, is to provide familiarity with many aspects of language that can serve as a starting place for the more structured curriculum of the later years.

The Format of the Lessons for Grades 3-6

The teacher material for the third and fourth grade curriculum consists of seven units bound in seven separate booklets. Each booklet contains an introductory section which includes a statement of the purpose(s) of the unit, a list of materials needed for teaching it, and background information about the concepts to be taught. In addition there is a specific statement of purpose and list of materials for each individual lesson and a detailed section of suggested procedures to use. Most lessons also include suggestions for possible extension activities. Some lessons have no student material, but whenever there is material for the student a copy will follow the teacher version of the lesson. Copies for the student are printed separately and are contained in manila folders labeled with the name of the unit, the name of the lesson, and the grade level. In each folder are enough copies of a lesson so that each student may have one.

Many lessons also include supplementary material consisting of such things as tapes, charts, material to use on the overhead, activity cards, etc. All the supplementary material (except the tapes) for each unit is found inside a Supplementary Material envelope which is inserted in the copy of the teacher's guide for that unit.

The teacher versions of each of the lessons in the fifth and sixth grade curriculum include a statement of purpose of the lesson, a description of the content, whatever background information is needed to teach the lesson, and some suggestions for procedure. A copy of the student lesson is also included when there is one. Copies for the students are filed separately in manila folders labeled with the name of the unit, the number of the lesson, the name of the lesson, and the grade level.

The units called "You Already Know It" and "Fun With Words" are the same for both third and fourth grades. Each includes some material which is probably more suitable for the fourth grade level than for the

third. Suggestions are made for using this material only with the more advanced students. When choices are possible, as they often are, in selecting material to use, these are noted.

The Approach in Grades 3-6

Throughout the curriculum the approach is inductive. The lessons are for the most part designed to get students to think about language for themselves and to help the teacher induce certain information and generalizations from the students. The emphasis should be on developing the child's natural curiosity about language, creating an awareness of and interest in language as a very personal thing, but not on imposing the "right" answers at every point. The history lessons, of course, necessarily consist of information which the students will read about. But there are also questions which should lead to generalizations.

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LANGUAGE GAMES AND ACTIVITIES

INTRODUCTION

This section is concerned with language: using it and becoming aware of it. It should prepare the child for the language curriculum in grades 3 and 4. It calls upon the child to use his internalized knowledge of his language, which he isn't yet aware of, by engaging him in a set of games and activities. The games should be enjoyable in themselves, but they are also designed to make the child aware of language indirectly through requiring him to construct sentences of various kinds; observe relations between parts of sentences and between words; use various kinds of sentence parts in the proper place; construct words; alphabetize; categorize; and focus attention on the sounds of language. For the child the emphasis will be on the game. The specific objective, however, which will be to require him to use or learn about language, is stated at the beginning of each game or activity. You won't be teaching him something he doesn't already know, but instead helping him develop what he already knows unconsciously.

Many of the games require materials. These are described in some detail, and there are instructions for using them. Sample sets of material for the first eight games are found in separate supplementary material envelopes which are labeled with the name of the game and instructions for using the materials. You may want to construct extra sets in many cases and to add to the materials as children mature during the year. Games 9-14 require you to prepare simple materials ahead of time. Instructions for preparing them are given, but there are no sample sets. You will need to construct your own. Games 15-18 require no materials. The last section, "Ideas for Other Games and Activities to Try," is included to provide supplementary ideas which you may wish to try out. Some of them complement the games in the earlier section and can be used in conjunction with them.

It is expected that you will find occasion to play the games often throughout the year and will, whenever possible, encourage students to play them by themselves. The value will come through frequent practice.

Please read through the games and activities, both those with materials and those without, so that you can select those that fit your students and your schedule. We do not suggest a particular order for using the games. Obviously some are better suited for younger children then others are, and some you will want to save for late in the first grade or use with second graders. Some depend on a child's being able to read and will not be useful until late in the first year or in the second.

Since this curriculum is experimental, we will welcome your reactions to guide us in making revisions. Please feel free to adapt them or expand them if ways to do so occur to you, and share with us your ideas and experiences.

WHAT COMES FIRST?

OBJECTIVES:

To help student arrange alphabetically by letter; to arrange alphabetically by word; to recognize beginning letters of words.

MATERIAL:

Set of cards with one letter of the alphabet on each and a picture of some object whose name begins with that letter (A with an apple or alligator, for example). Several sets with different pictures would be useful, as would a set of pictures with the letters left off. You will find a sample set in a supplementary envelope. You can make others.

SUGGESTED PROCEDURE:

1. You might want to begin by talking about the order of the letters of the alphabet. Use the alphabet you have displayed in the room to talk about what comes first and what next. And you might want to sing one of the alphabet songs in order to fix the order in the minds of your students. Ask such questions as "What comes before C?, What comes after Y?, etc."

2. Pass out the cards, one to a child, and see how fast children can arrange themselves in alphabetical order according to the letter on the card they have received.

3. Occasionally use the cards to decide what order to do something in (such as marching out for recess or for lunch). Pass them out and have the students get into alphabetical order. The child with A would go first.

4. Pass out the cards with pictures and ask students to arrange themselves in alphabetical order according to the first letter of the word that names the picture.

5. Students can use the set of cards individually, arranging them alphabetically.

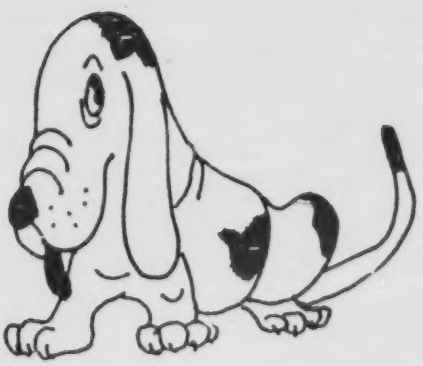
6. Encourage students to make their own set of cards. Pass out pictures and have students name them and then arrange them alphabetically.

A a

C c

B b

D d



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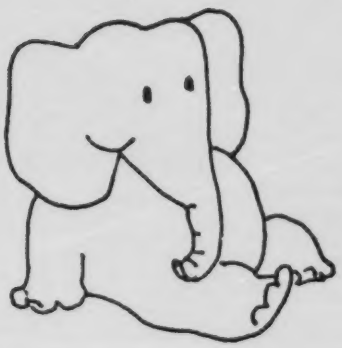

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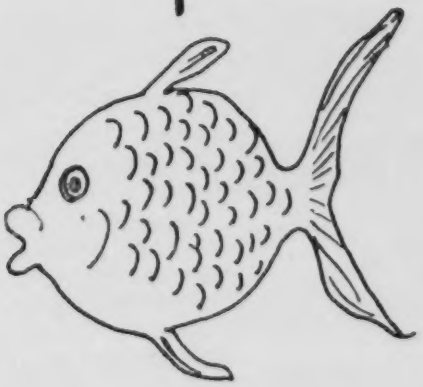

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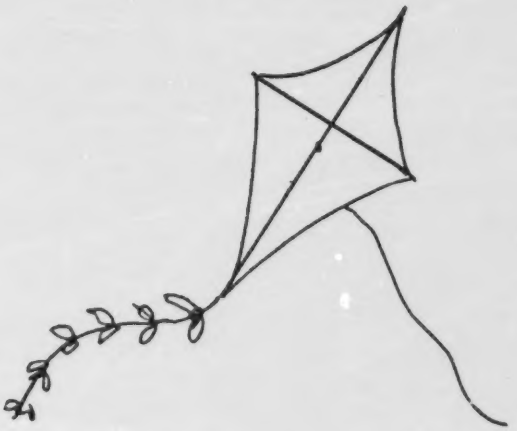

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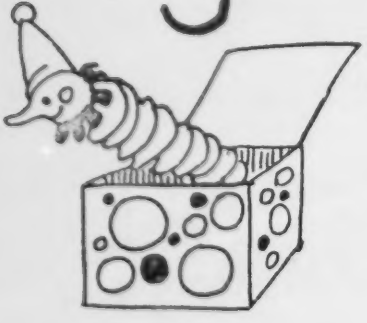

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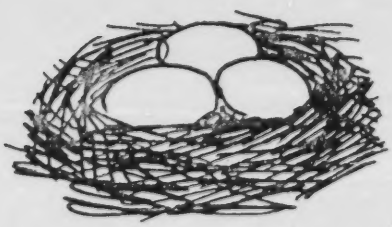

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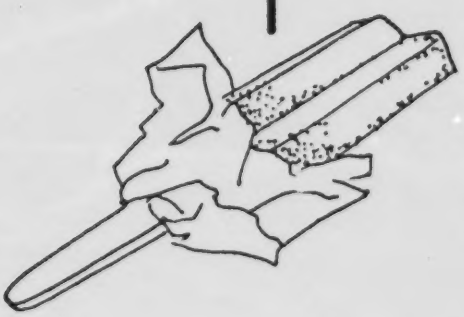

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Ss

Rr

Tt

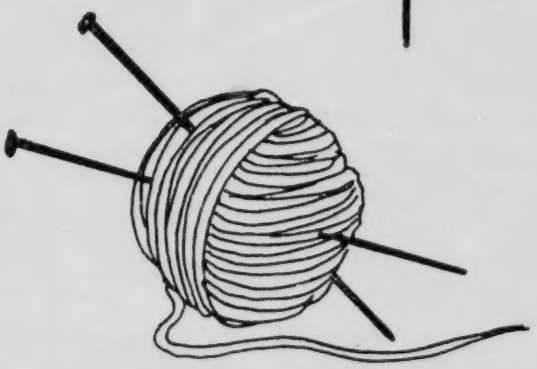
Uu

Ww

Vv

Xx

Yy



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BUILDING SENTENCES

OBJECTIVE:

To help develop the concepts that:

sentences are put together in an orderly way with words of certain classes going in certain places;

it is possible to build an unlimited number of sentences out of a limited number of parts;

words belong to different classes.

MATERIALS:

A set of cards like the sample in the supplementary material envelope. You should add to this set during the year. The cards should be carefully prepared and color coded so that all the words that belong to the same word class are on cards of the same color. The classes that should be distinguished by color are:

nouns (Pronouns can be a different shade of the same color.)

verbs (The helping verbs can be a different shade of the same color.)

determiners (words like the, a, an, this, these, that, one, etc.)

adjectives

adverbs

prepositions

conjunctions (and, but, or, etc.)

In preparing the sets, use only words that children can read and add more words as their ability increases.

Note: To make sure that you have enough cards for a given activity to make as many sentences as you want, try them out yourself ahead of time. Plan the activity ahead of time and organize the cards to fit.

BACKGROUND:

One of the most important things all human beings know about their language--without realizing that they know it--is that words go together according to rules. Arranged in one order they make sentences; in

Language

Building Sentences:

Materials - colored cards 3 x 4 1/2

Use one color for all nouns, another for all verbs, etc.
Set contains 7 colors

One word per card of the following:

blue	red	green
mouse	sleeps	sweet
car	runs	round
street	likes	bad
friend	is	nice
mother	gets	black
girl	looks	red
boy	sees	short
cat	finds	pretty
book	was	funny
pencil	plays	good
story		
house		
dog		
boat		
toy		

yellow	orange	tan
before	when	then
on	but	soon
over	if	there
in	because	quietly
under	and	fast
to		here
by		quickly
at		slowly
around		now
beside		carefully

salmon
a
the
this
that

another order they don't. Where they go in a sentence determines the word class they belong to. Children come to school with a sizeable vocabulary and they already know--unconsciously--how to put the words together in the right order to make sentences. The activities suggested for using the set of cards described above are designed to help children realize, simply through manipulating the cards, that language has order and they already know what the order is. In other words, it takes advantage of what they already know intuitively. They should also begin to realize that words of certain classes (color) fit only in certain places. They should begin to get the feel for order and structure and to discern some of the grammatical differences between words. None of these aspects will be discussed. For the child, the activity should be only a game, a game from which he will learn.

SUGGESTED ACTIVITIES:

There are many possibilities for using these cards. Here are some, and you will be able to think of others.

1. To begin with, work with small groups and show them how to use the cards. Put a set of cards with just enough words for one sentence on the table and have the students help you put it in the order of a sentence. Then pass out a set to each child and have him put the cards in his set in the order of a sentence. If you wanted to make identical sets for each child, you could have the children see if they all end up with the same sentence. Some sets have several possibilities. For example, a set including the words the, boy, has, found, the, and dog could be arranged in four ways:

   the boy has found the dog
   the dog has found the boy
   has the boy found the dog
   has the dog found the boy

2. Have students work in pairs or groups with identical sets of cards (enough for each group to make several sentences) and have races to see who can construct the most sentences. Compare the results to see how many possibilities there are.

3. Keep sets of cards available on a table where students can build sentences in their free time. A flannel board to attach the cards to would be useful. Continue to add words to the sets so that new sentences are possible.

4. Stack the cards by color and work with small groups to help them discover that they can substitute various words for words in their sentences, if they choose words on cards with the same color.

5. Two or more students can play a card game with a set of cards which contains enough cards to make several sentences. A certain number

should be dealt to each student. The rest should be turned face down on the table. In turn each child can draw a card from the pile on the table, and should discard one. The first child able to make a sentence out of the cards in his hand wins.

6. When they have gained some facility in constructing simple sentences, add the conjunctions to the sets and let them make compound parts or compound sentences. Discuss how this increases the possibilities.

7. As students gain facility and have practice in expanding sentences, the cards can be used to see who can make the longest sentence.

BUILDING WORDS

OBJECTIVE

To develop the concept that a word can be made by combining two other words; to provide practice in doing so; to add unfamiliar compound words to their vocabulary.

MATERIAL:

A set of cards with words that can be combined to make compound words. There is a sample set in a supplementary material envelope. This set can be added on to during the year. You may want to make one set on larger cards for use in steps 1 and 2 below.

BACKGROUND:

One of the ways new words enter a language is by compounding, that is combining two words to make one new word. How we understand compounds is one of the interesting aspects of our internalized knowledge of our language, and evidence that language has a deep as well as surface structure. For example, we understand that a doghouse is a house for a dog but a houseboat is a boat used like a house. Even six-year olds have this kind of internalized understanding of the compounds in their vocabulary. Playing games with compounds should strengthen their awareness of this internalized knowledge.

SUGGESTED PROCEDURE:

1. Begin by putting a few compound words on the board and showing students how they are made by putting two words together. (For example, foot + ball = football; dog + house = doghouse)

2. Pass out a set of cards, one to a student, and at a signal have students find a partner that has the other half of a compound word. Be sure the set you pass out has enough halves so that each child can find a partner. Put a time limit (30 to 60 seconds) and then see how many have found partners. You might give a point for each student who has made a word. Then the cards could be reshuffled and passed out again.

3. Students can use the set of cards individually or in small groups to see how many words they can make. They should discover that the same word can appear as part of several other words. (For example: doghouse, lighthouse, houseboat; or football and ballgame)

4. With second graders, you might want to ask why they think certain things are called by compound names. (For example, "Why do we call a football a football?")

band

way

rack

sun

basket

port

butter

stop

high

car

bath

shovel

walk	watch	blue	shine
man	steam	game	moon
boat	air	wrist	father

ball	light	cat	cup
_____	_____	_____	_____
show	fly	grand	dog
_____	_____	_____	_____
side	house	foot	bird

WHAT SOUNDS DO THEY MAKE?

OBJECTIVE:

To start children thinking about: 1) the difference between human language and animal communication; and 2) the difference between what an animal can do with the sounds he can make and what a human can do.

MATERIALS:

Tape of animal sounds in packet of supplementary material.

The set of cards (in the supplementary material) with pictures of the following: dog, cat, cow, horse, sheep, lion, duck, rooster, hen, baby chicken, bird, owl, crow, goose, mouse, pig, child. The picture of the child should be on a card with a different color, or in some other way marked, so that you can tell which child has it.

If you have the facilities, these pictures could be reproduced on transparencies and used on the overhead or on an opaque projector.

Poems "The Secret Song" and "Little Black Bug" found in the section of poems.

BACKGROUND:

This game provides background for lessons on animal communication in Levels 3 and 4. All creatures have a way of communicating, but few have systems like human language and none are able to do as much as humans can do with their language. Even parakeets or parrots, which can imitate human language in a limited way, do not actually learn it. They can't use it to communicate.

SUGGESTED PROCEDURE:

There are several possibilities for using the materials in this lesson-game. They can be carried out over a period of time.

1. Show the pictures of the various animals on the overhead, saving the picture of the child until last. As each picture is shown ask your students to try to make the kind of sounds made by the animal. Ask such questions as

   What is this animal?

2. Play the tape. Have children try to identify the animal by the sound. You could pass out the cards and have each student listen especially for the sound of the animal pictured on his card. He could hold up his card and identify the animal when he hears it. Discuss the difference between the sounds animals make and those the child makes. You could ask

   Who can make the most sounds?
   Who do you think can do the most with the sounds he makes?
   What can you do with the sounds you can make?

3. Pass out the set of cards. Tell children not to tell anyone what is on their card. Have them think of the kind of sound made by the animal pictured on their card. One by one, let them make the sound of the creature and have the other children try to guess what creature it is. Again, you can ask what the various animals say when they are tired, hungry, lost, frightened, when they like another animal, etc. Call on the child with the child's picture last. You may have to prompt him by questions to actually speak some sentences in human language. Ask what he says when he is tired, hungry, etc.

   Don't force the generalization that humans can do more with their language than animals can because many children still believe that animals can talk like humans, but start them thinking about it.

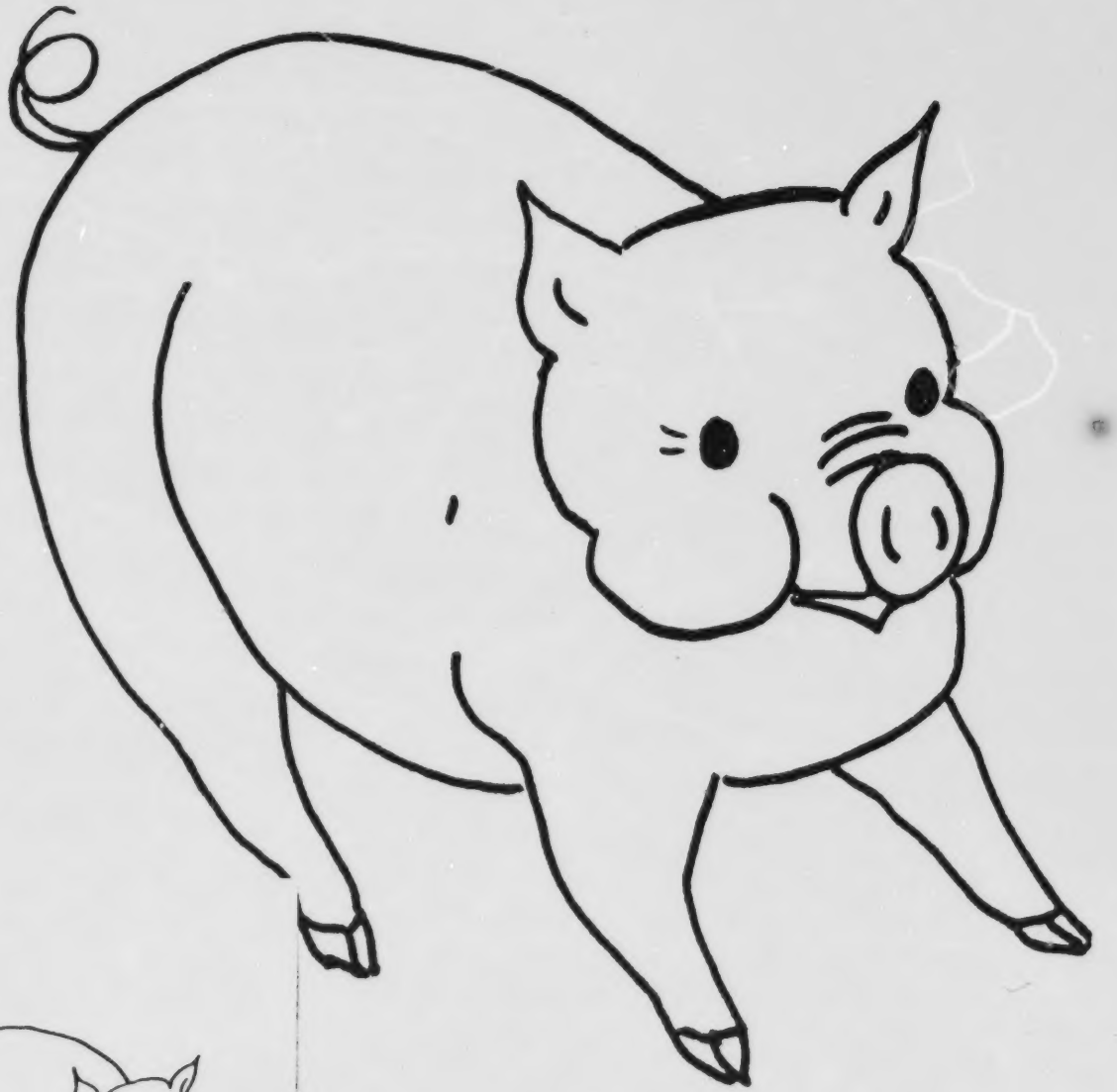
4. Put the poems on the overhead and read through them with the students. Perhaps you have already used them for another lesson. Discuss the poems by asking such questions as

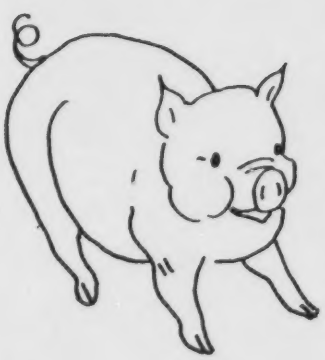
   Does a spider really talk?
   Does he pronounce words the way you do?
   What kind of noises do you think he makes? (Some of the creatures in the poem don't make any noises that we are aware of.)

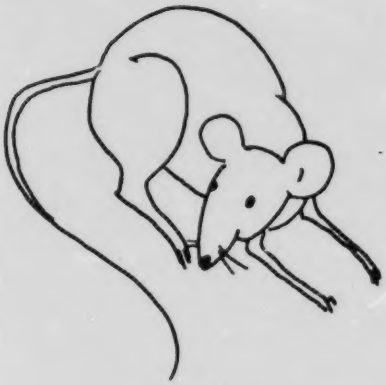
   As each animal is discussed you might want to put a picture of it on the overhead. You might want to ask

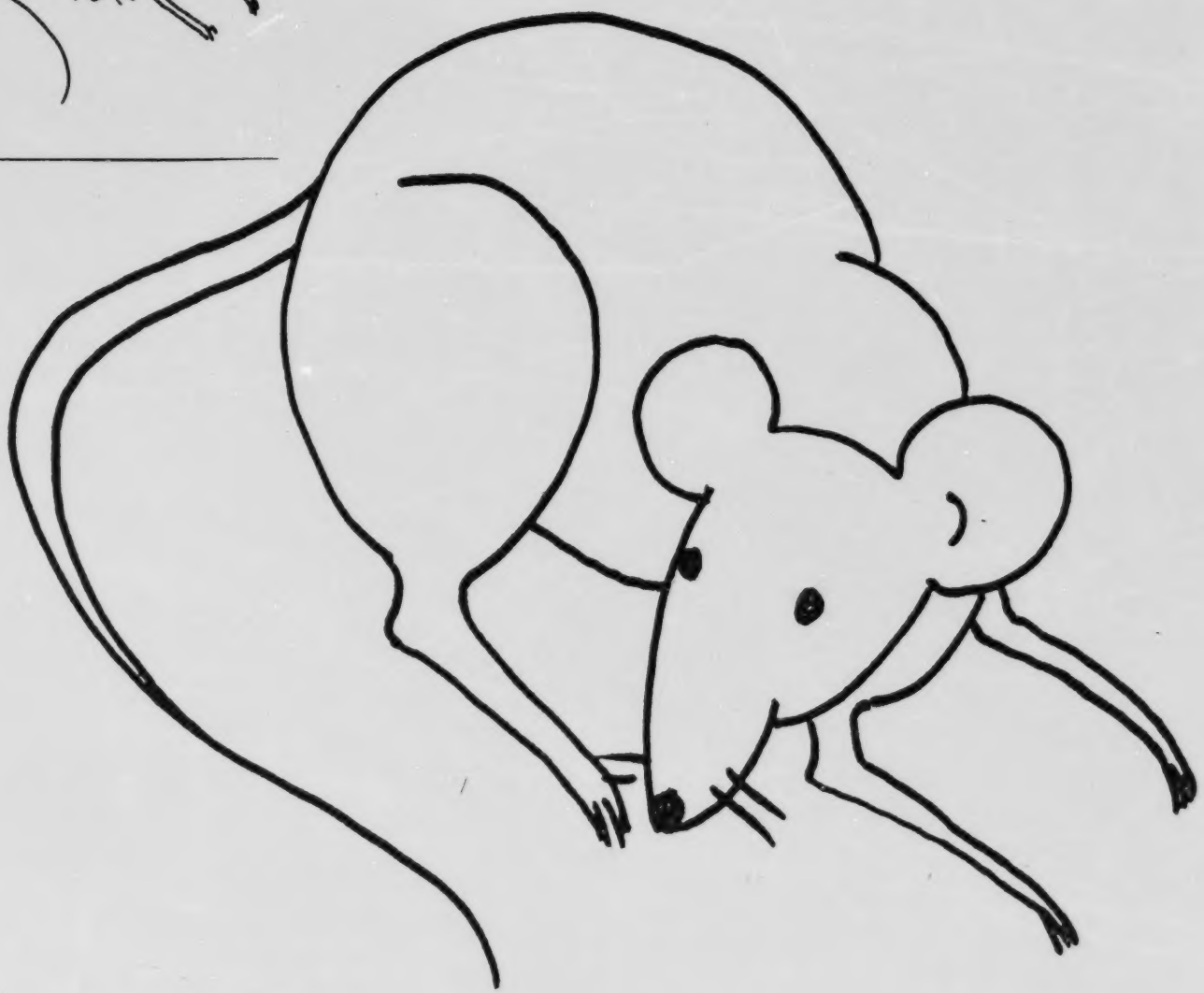
   How do you think animals communicate?

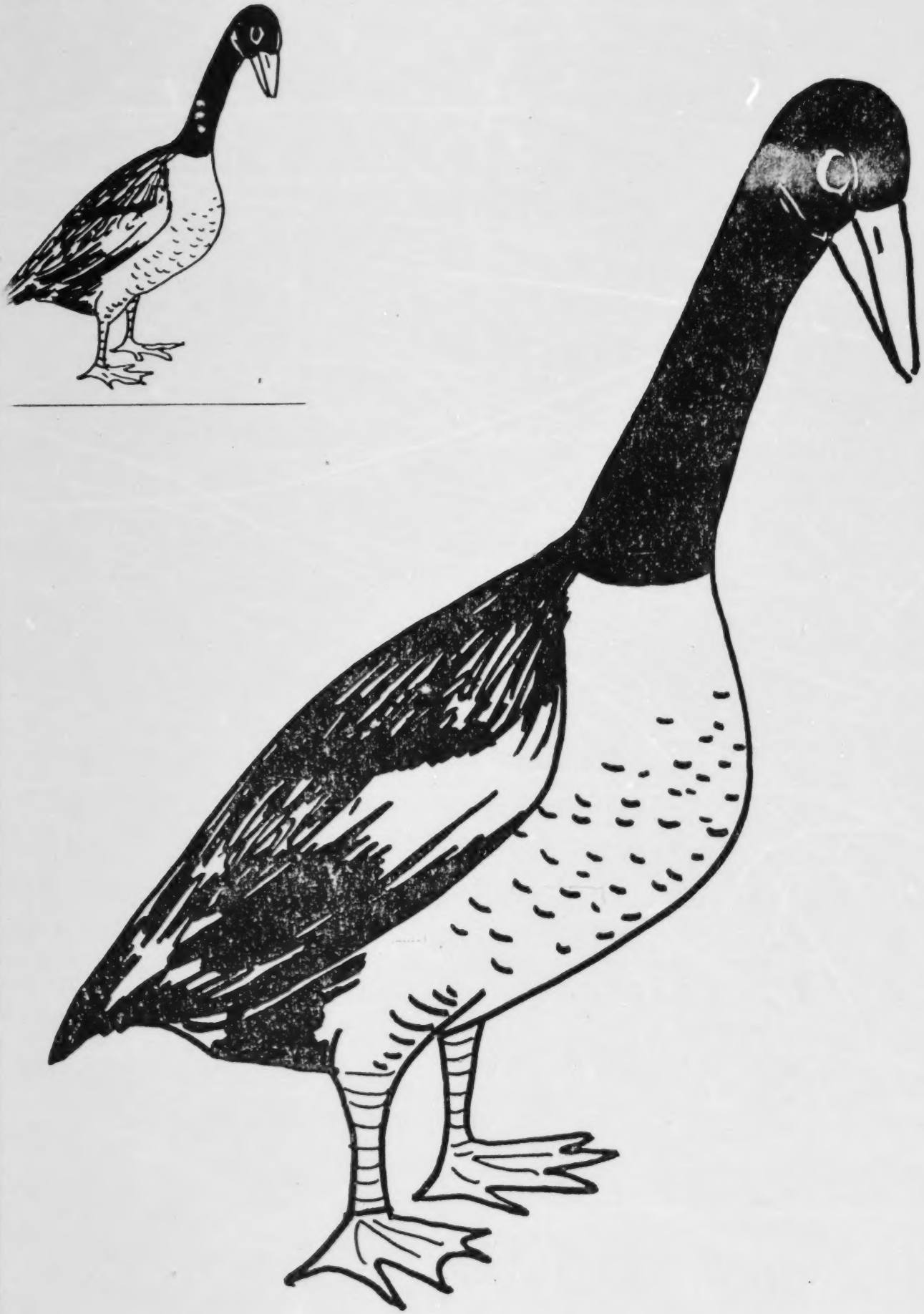
5. A drama activity can be carried out using the same group of animals used earlier, either one by one or at different times. Assign different animals to different children and give them problems to solve. For example, you are lost and trying to find your way home, or to call your mother. Or, you are hungry and want your friend to share his lunch with you. What can you do? The contrast between the means available to the human and the animal could be pointed up.

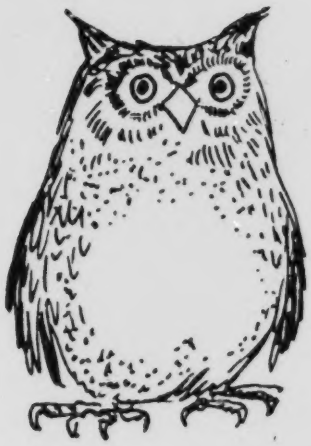


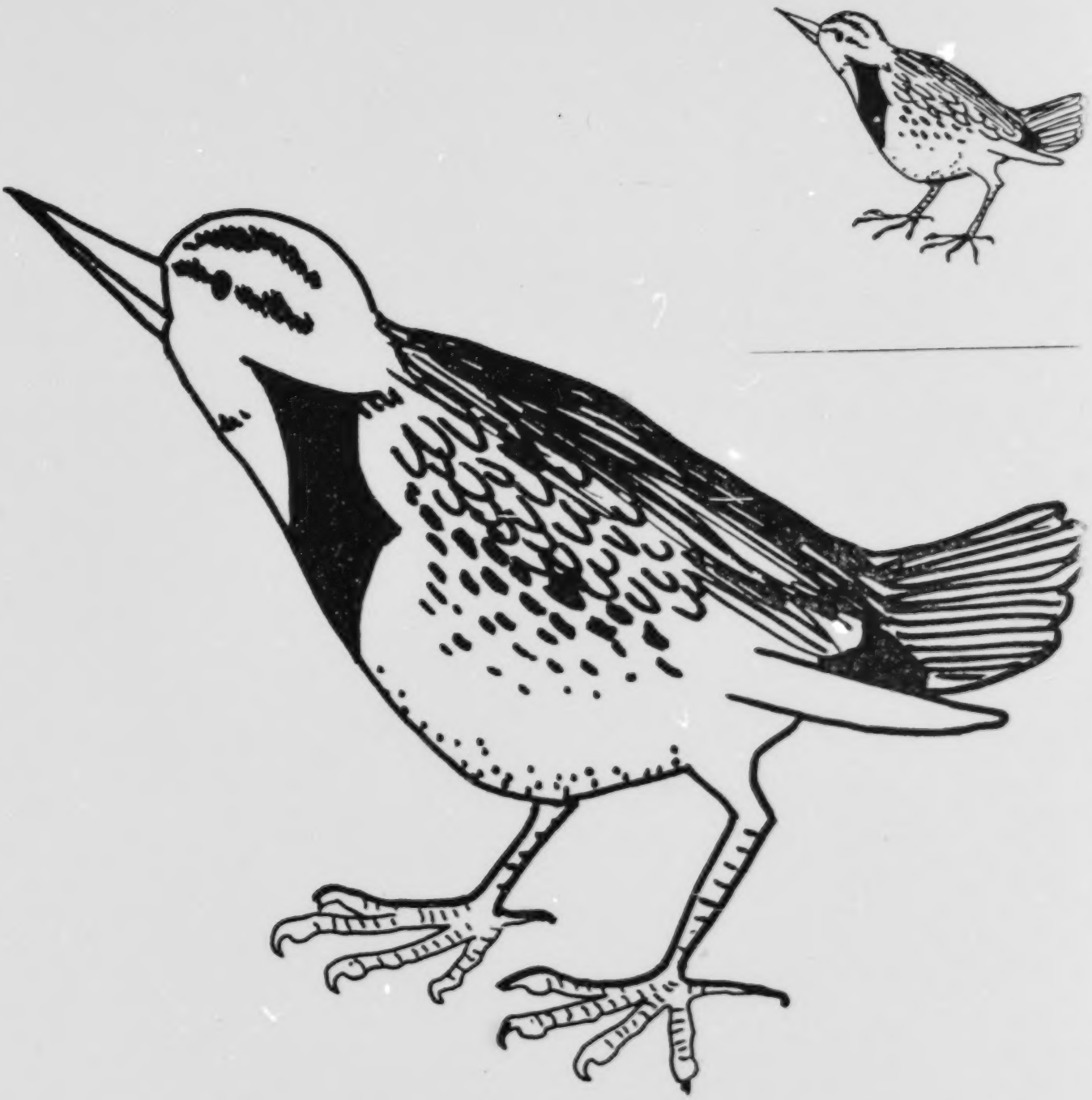


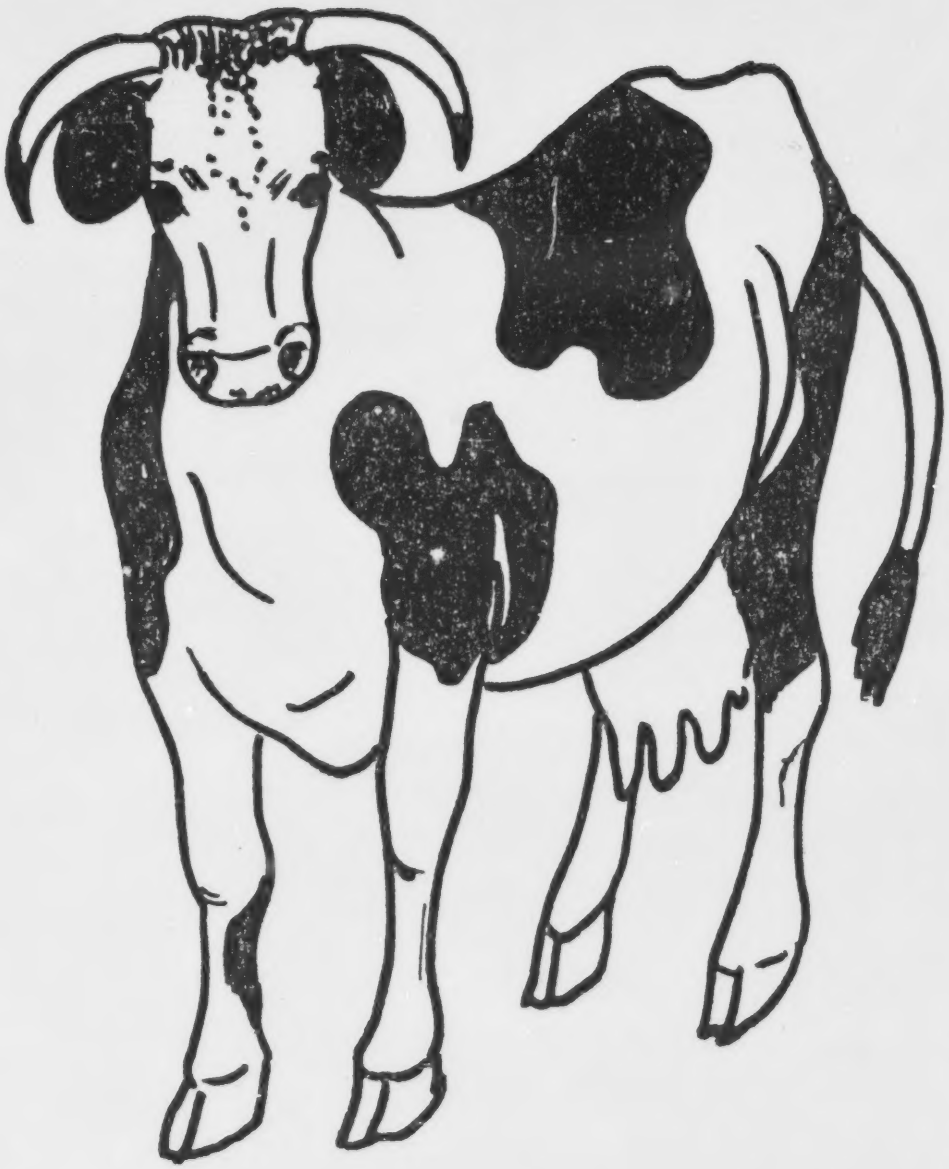


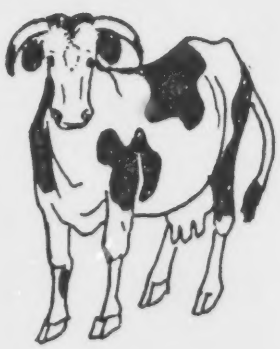


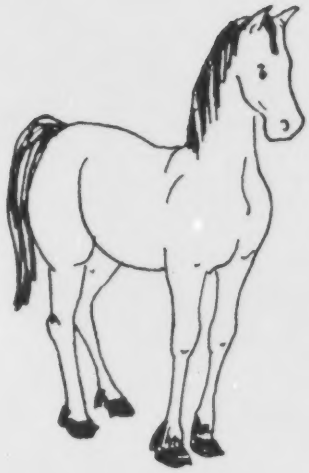


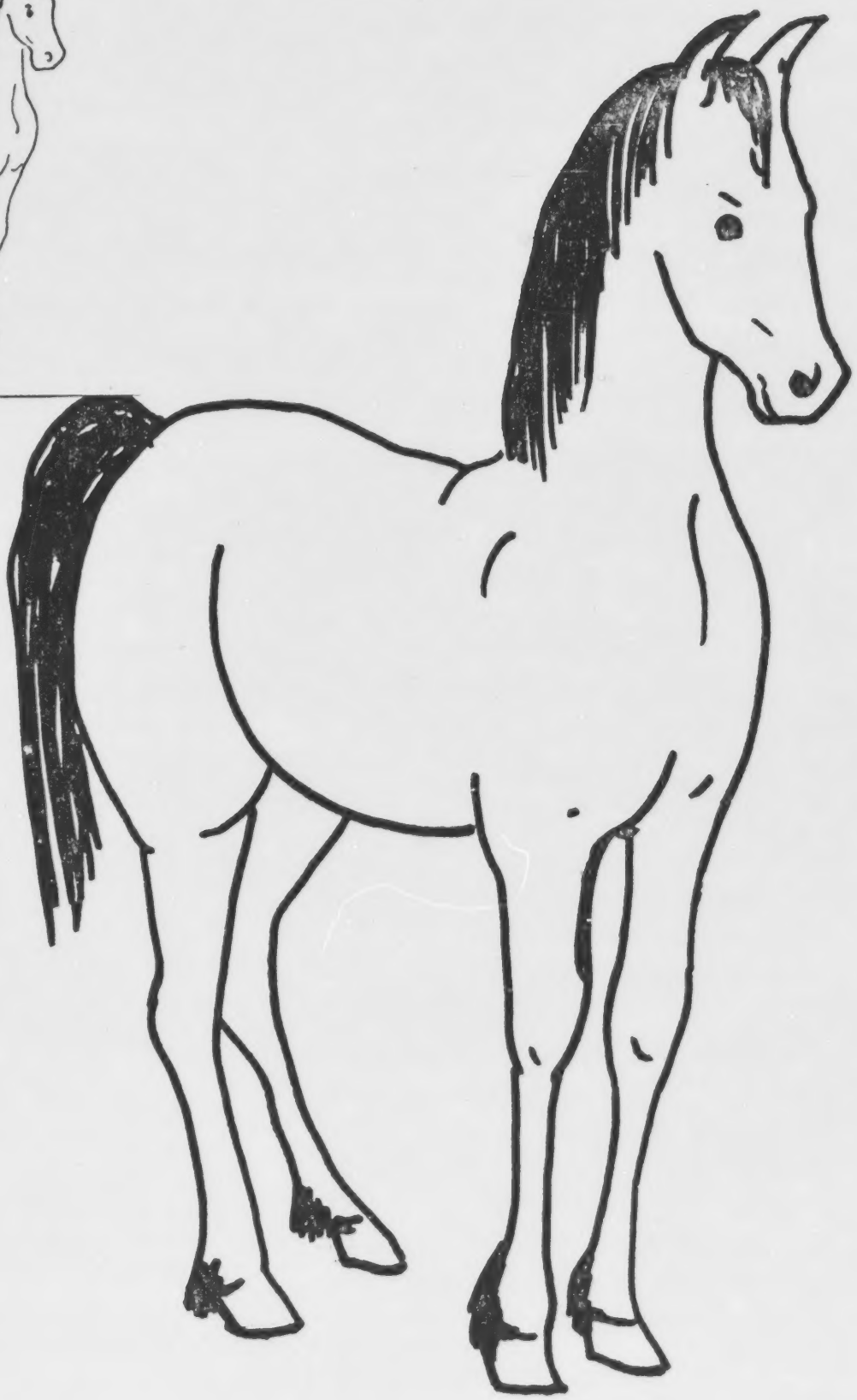


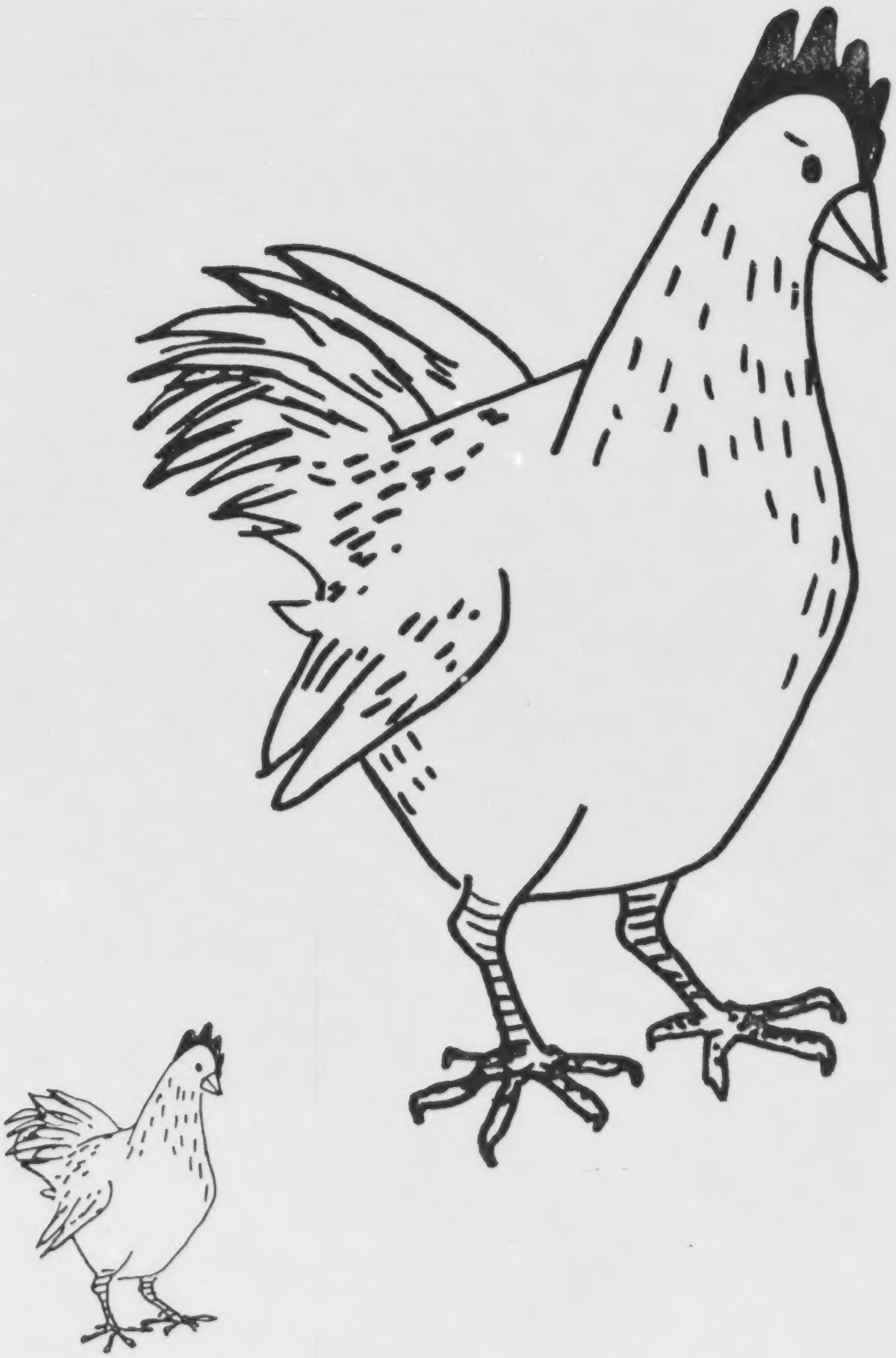


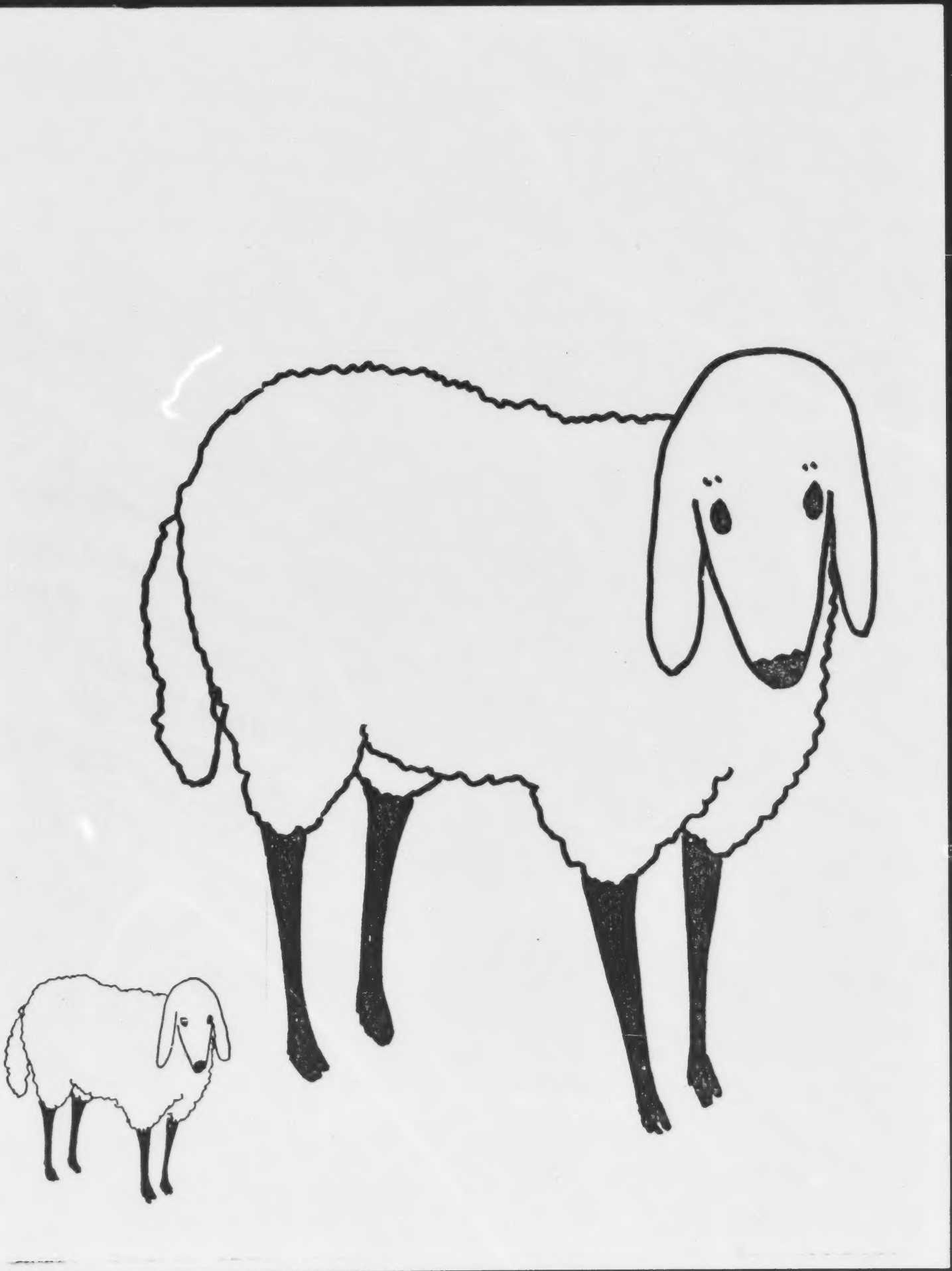












BINGO

OBJECTIVE:

To provide practice in recognizing beginning blends.

MATERIAL:

Set of bingo boards with nine squares each, each square containing the letters that spell a beginning blend or digraph.

A set of cards with a word on each which begins with one of the blends found on the bingo boards.

Markers, such as buttons or beans or small circles of cardboard.

There is a sample set of eight bingo boards and a set of cards to go with them in the supplementary material envelope. You can make as many more boards and cards as you wish or need for your class. Be sure there is a word card to correspond to every square found on the bingo boards you use. The following are possible combinations of blends for the bingo boards:

1. bl str sw śk ph chr wh spr st
2. br th sch sl pl dr bl str sw
3. ch tr scr sm pr fl br th sch
4. cl tw shr sn qu fr ch tr scr
5. cr thr spl sp sc gl cl tw shr
6. chr wh spr st sh gr cr thr spl
7. dr bl str sw sk ph chr wh spr
8. fl br th sch sl pl dr bl str
9. fr ch tr scr sm pr fl br th
10. gl cl tw shr sn qu fr ch tr
11. gr cr thr spl sp sc gl cl tw
12. ph shr wh spr st sh gr cr thr
13. pl dr bl str sw sk ph chr wh
14. pr fl br th sch sl pl dr bl
15. qu fr ch tr scr sm pr fl br
16. sc gl cl tw shr sn qu fr ch
17. sh gr cr thr spl sp sc gl cl
18. sk ph chr wh spr st sh gr cr
19. sl pl dr bl str sw sk ph chr
20. sm pr fl br th sch sl pl dr
21. sn qu fr ch tr scr sm pr fl
22. sp sc gl cl tw shr sn qu fr
23. st sh gr cr thr spl sp sc gl
24. sw sk ph chr wh spr st sh gr
25. sch sl pl dr bl str sw sk ph
26. scr sm pr fl br th sch sl pl
27. shr sn qu fr ch tr scr sm pr
28. spl sp sc gl cl tw shr sn qu

29. spr st sh gr cr thr spl sp sc
30. str sw sk ph chr wh spr st sh
31. th sch sl pl dr bl str sw sk
32. tr scr sm pr fl br th sch sl
33. tw shr sn qu fr ch tr scr sm
34. thr spl sp sc gl cl tw shr sn
35. wh spr st sh gr cr thr spl sp
36. bl str sw sk ph chr wh spr st
37. br th sch sl pl dr bl str sw
38. ch tr scr sm pr fl br th sch
39. cl tw shr sn qu fr ch tr scr
40. cr thr spl sp sc gl cl tw shr
41. chr wh spr st sh gr cr thr spl
42. dr bl str sw sk ph chr wh spr
43. fl br th sch sl pl dr bl str
44. fr ch tr scr sm pr fl br th
45. gl cl tw shr sn qu fr ch tr
46. gr cr thr spl sp sc gl cl tw
47. ph chr wh spr st sh gr cr thr
48. pl dr bl str sw sk ph chr wh
49. pr fl br th sch sl pl dr bl
50. qu fr ch tr scr sm pr fl br
51. sc gl cl tw shr sn qu fr ch
52. sh gr cr thr spl sp sc gl cl
53. sk ph chr wh spr st sh gr cr
54. sl pl dr bl str sw sk ph chr
55. sm pr fl br th sch sl pl dr
56. sn qu fr ch tr scr sm pr fl
57. sp sc gl cl tw shr sn qu fr
58. st sh gr cr thr spl sp sc gl
59. sw sk ph chr wh spr st sh gr
60. sch sl pl dr bl str sw sk ph
61. scr sm pr fl br th sch sl pl
62. shr sn qu fr ch tr scr sm pr
63. spl sp sc gl cl tw shr sn qu
64. spr st sh gr cr thr spl sp sc

Here are some possible words to use on the cards. You can add to the set of word cards as your students learn new words.

blue
brown
chair
clown
cry
Christmas
draw
flat
from
glass
green
phone
play
print
queen
score
shout
skate
slow
small
snail
spot
stop
swing
school
screen
shrink
splash
spring
street
thing
train
twin
three
white

BACKGROUND:

This game involves recognization of the beginning sounds of words, particularly of those which consist of a blend of two or more sounds, and knowledge of how these sounds are spelled. Also included are some beginning sounds that are not blends of two sounds but are spelled with two letters. These are known as digraphs. They are ch, ph, qu, sh, sw, th, tw, and wh.

SUGGESTED PROCEDURE:

Any number of students can play. There should be enough bingo boards for each student playing. For example, with the eight boards in the supplementary material, eight students can play.

1. Pass out a bingo board and some markers to each student playing.

2. Shuffle the set of word cards and one by one draw a card out and read the word. If a player has on his board the beginning blend found in the word he may put a marker on that square.

3. The first student to have markers on three squares in a line (horizontal, vertical, or diagonal) says "Bingo" and wins.

4. After students know how to play the game, a student rather than the teacher can draw the word cards and read them. The winner of each game could be the one to do the drawing for the next game.

ch	tr	scr
sm	pr	fl
br	th	sch

cl	tw	shr
sn	qu	fr
ch	tr	scr

chr	wh	spr
st	sh	gr
cr	thr	spl

cr	thr	spl
sp	sc	gl
cl	tw	shr

bl	str	sw
sk	ph	chr
wh	spr	st

fl	br	th
sch	sl	pl
dr	bl	str

br	th	sch
sl	pl	dr
bl	str	sw

dr	bl	str
sw	sk	ph
chr	wh	spr

train

stop

swing

score

street

spring	green
glass	phone
three	thing
queen	shout
slow	chair

spot	screen
blue	brown
draw	play
school	shrink
splash	skate

white	print
twin	snail
flat	clown
from	small
Christmas	cry

IF - THEN

OBJECTIVE:

To help children develop an understanding of the relationship between a condition and result by providing practice in combining sentences in an if-then relationship.

MATERIALS:

Something to fasten cards to. Possibilities are a felt board or a large metal sheet (an oil tray is ideal) or magnetic blackboard. It could be used for other games also.

A set of cards in two colors (so that you can tell which is which), like those in the supplementary material envelope. Each card contains a sentence. All of the cards of one color should have sentences that can be if clauses and the other cards should have sentences that can be the result or then clauses. You can add to this set during the year. The cards should have some way of being fastened to the board.

SUGGESTED PROCEDURE:

1. At the top of the board have two headings in large letters: IF and THEN.

2. Pass out the cards, one to a child.

3. Choose a child with one of the if cards (which you can identify by color--cherry in our sample set). Ask him to put it in the IF column on the board. Then ask if anyone with a card of the other color (green) has a sentence that would fit in the THEN column. Let students discuss the if-then sentence that is produced to decide if the then part really follows from the if part. Continue in this fashion until each child has had a turn.

Variations:

1. Pass out only if cards or put them on the board and let children make up their own then clauses. Point out that each part is a sentence by itself but that they can be combined to make a different sentence.

2. For more advanced students, pass out the then sentences (for example, You can't get in) and let them make up if clauses to precede them.

3. Pass out both if and then sentences without indicating which is which and have students put them together in the right sequence. They could work in pairs or groups for this activity. Some of the sentences, of course, can appear in either position. This should give you a chance to talk about the difference in meaning when the order is reversed.

cherry - if cards

It rains

The pond freezes

You listen

You drop the glass

cherry - if cards

The car is out of gas

You hit the ball

You run

The light is red

cherry - if cards

You work hard

You turn the switch

The ice cream gets warm

You have a dollar

green - then cards

You should stop

You will hear

We will get wet

It will melt

green - then cards

You will get there early

Run to first base

It will stop

You can buy this toy

green - then cards

It will break

You get tired

We can skate on it

The lights will go on

MAKE-A-WORD RUMMY

OBJECTIVE:

To increase the student's awareness of the beginning and ending sounds of words by providing practice in combining such sounds.

MATERIAL:

Set of cards, each one containing either a beginning sound or an ending sound. The beginning blends and digraphs should be on one color and the ending sounds on another. There is a sample set in the supplementary material envelope. You can add others if there are some missing which you would like students to be familiar with. And you can make additional sets.

SUGGESTED PROCEDURE:

Use the cards to play "rummy." It should be played in groups of from two to six children. Play with small groups at first, showing them how to do it. When they become familiar with the rules they can play by themselves.

1. Pass out the cards one at a time until each child has five cards. (This number could vary depending on the ability of the child to hold cards in his hand and keep track of them.)

2. The remaining cards are placed in a stock pile face down with the top card turned face up.

3. The object of the game is to form pairs of cards which spell words.

4. Each player first draws one card from the stock pile; looks to see if he has any pairs of cards that make words and puts them on the table; and finally discards one card from his hand on a discard pile. Then it is the next player's turn. After the first player has started the discard pile, each player can select his new card either from the stock pile or the discard pile.

5. The first child to get rid of all the cards in his hand wins. If no one has "gone out" by the time the stock pile has been used up, the discard pile is turned face down (without shuffling) to form a new stock pile.

Language

Make-A-Word Rummy:

Materials - 2 sets of 2 x 3 cards

Yellow cards contain one each of the following:

st-	tr-	spr-
th-	thr-	str-
gr-	wh-	sh-
ch-	br-	sn-
sp-	sw-	cr-
pr-	fr-	gl-
fl-	sk-	bl-
pl-	cl-	
dr-	sl-	

Green cards contain one set of the following:

-y	-ow	-ot	-ab
-ade	-ate	-ink	-ail
-ew	-out	-ag	-eet
-at	-ill	-in	-ay
-ake	-op	-are	-ee
-ain	-ip	-ash	
-aw	-ing	-own	

CONTRACTIONS

OBJECTIVE:

To develop the concept that contractions are made by combining and contracting two words.

MATERIAL:

Set of cards like the set in the supplementary material envelope. Each set includes 52 cards. Half the cards have a contraction on them and the other half have the matching complete form. You can make other sets by using the following lists. List 1 is of fairly common contractions and should be familiar to most students. List 2 is less familiar and presents some problems because of their similarity to other words. List 3 contains some contractions which are used in spoken language but which are not encountered often in written form. They are included for use of students who are interested and if you think it would be helpful or fun for them to be familiar with them.

List 1

are not	aren't
did not	didn't
do not	don't
will not	won't
cannot	can't
could not	couldn't
would not	wouldn't
should not	shouldn't
does not	doesn't
have not	haven't
has not	hasn't
was not	wasn't
is not	isn't

List 2

what is	what's
how is	how's
where is	where's
who is	who's
when is	when's
they are	they're
you are	you're
we are	we're
they would	they'd
they will	they'll
it would	it'd
it will	it'll
it is	it's

List 3

when would	when'd
when will	when'll
what would	what'd
what will	what'll
how would	how'd
how will	how'll
where would	where'd
where will	where'll
why is	why's
why would	why'd
why will	why'll
who would	who'd
who will	who'll

SUGGESTED PROCEDURE:

For Rummy

1. Work with small groups of from two to six to show them how to play the game until they are able to play by themselves. Select only as many cards as you feel the group can handle. Be sure you have the contractions and complete forms that go together among the cards you select.

2. Deal four or five cards out one at a time to each player. Place the remainder of the cards face down in a stock pile with the top card face up.

3. The first player to the left of the dealer draws one card from the pile in the center. If he has any matched sets (a contraction and its matching full form) he puts them down on the table face up. Then he discards one card from his hand on a discard pile. Then it is the next player's turn.

4. After the first player, each player may draw either from the stock pile or the discard pile. If he has any cards in his hand that match any of the matched sets that have already been played on the table he can add them to the matched sets.

5. The player that gets rid of all the cards in his hand first wins. If no player has gone out by the time the stock pile is exhausted, the discard pile is turned face down to form a new stock pile.

For Concentration

1. Again work with small groups, from two on up, to show them how to play the game until they are able to play by themselves.

2. Shuffle a set of cards and lay them out one by one on a large table with their faces down and no cards overlapping.

3. Each player in turn must turn up any two cards, one at a time, leaving them in their original positions on the table. If they are a pair he takes them and turns up two more cards. If they aren't a pair, he turns them face down again (still in their original position) and the next player has a turn. The point is that by carefully watching where the cards are and remembering their position, a player may remember where to find the mate to a card he turns up.

4. The player that gets the most cards wins.

Have the sets of cards available for students to play with by themselves.

I am

I'm

he is

he's

she's

she is

I will	I'll
you will	you'll
she will	she'll

he will

he'll

we will

we'll

I would	I'd
you would	you'd
she would	she'd

we would we'd

he would he'd

WORD BANK

OBJECTIVE:

To develop the concept that each of us has a store of words to use and to add to.

MATERIAL:

Pre-reading level - A large outline of a piggy bank on the blackboard or on a large piece of poster board. A pattern is found on the following page.

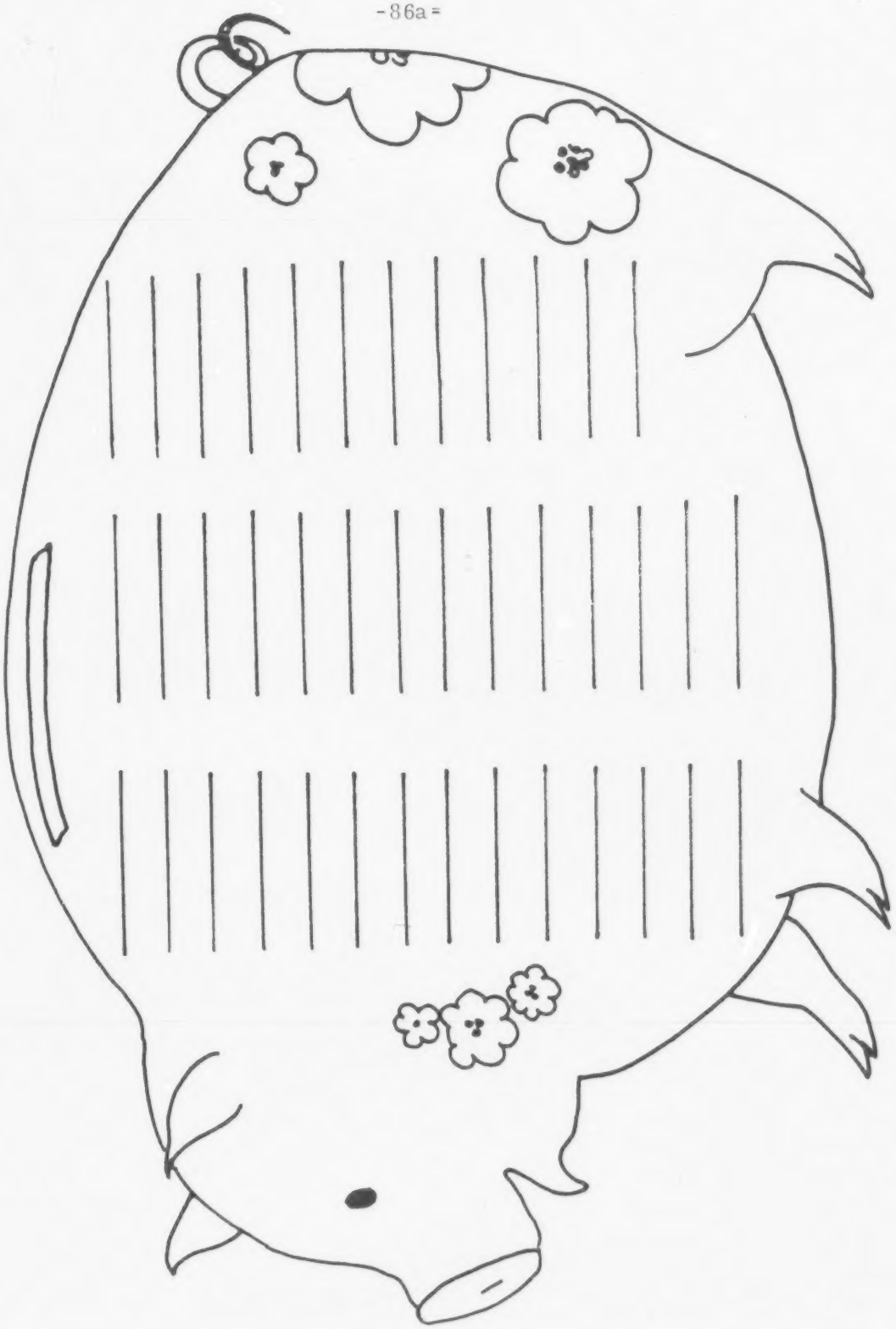
Reading level - Material for making booklets in which words can be added. The cover should have a picture of the piggy bank and there should be a page for each letter of the alphabet. The pages can be stapled together. This can be a project for students to make themselves, or the teacher can supply the booklets.

SUGGESTED PROCEDURE:

Pre-reading level - Draw the outline of the piggy bank on the board or poster board. As students learn to recognize words, add them to the bank. Students can refer to them when they need a reminder. Ask if they have piggy banks or other kinds of banks to keep money in. Tell them that our word bank is like a bank in which we keep money. We take the words out and use them as we need them.

Allow children to take turns adding words to the word bank as they learn new words. These of course, will be words they learn to read and write. They actually know how to use more words than will ever be added.

Reading level - As soon as students know enough words and are able to write and need to know how to spell words for their compositions, provide the word bank book. The book should be divided alphabetically. You might start them out by including a few common words under most of the letters. As they need other words and find out how to spell them, have them write them in their word-bank book to refer to at later times.



WHEN WAS IT?

OBJECTIVE:

To stimulate children to construct sentences with time adverbials, and through language development to become aware of things happening in time.

MATERIAL:

Large cards of one color on which are printed simple sentences, and another set of cards of another color on which are printed various time adverbials including a set of sentences to be used to tell when.

A large area (blackboard, poster board, flannel board) to which the cards can be attached.

Some possible sentences and adverbials follow. You can think of more. Add to the set during the year.

Sentences	Simple Adverbials
I wake up	in the morning
I like to swim	in the summer
I can play	this afternoon
We take a vacation	in the spring
We went to the movie	last night
My dog ran away	yesterday
It might snow	today
We can eat	now

Sentences to use with when:

the sun shines
the water is warm
I get home
it is warm
we were in Portland
I was gone
you are here
we finish

SUGGESTED PROCEDURE:

1. Begin by simply asking a variety of when questions, such as

When do you eat breakfast?
When do you play with your friend?
When do you come to school?
When do you go swimming?
When does Santa Claus come?

You could make it a game. Ask one child when he does something. He should reply with a sentence in which he repeats the question. For example, if you ask "When do you eat breakfast?" he could reply "I eat breakfast in the morning." Then it is his turn to ask someone else a when question. This would work best in a small group.

2. The first time you play the game with cards use the sentence cards and the cards with simple adverbials. Ask one of the students with a sentence card (identifiable by color) to put his sentence on the board. Then ask if there is anyone with a card of the other color that has something that would go with the sentence on the board to tell when. Repeat until all children have a turn. You could then see if any of the adverbials are interchangeable among the sentences.

3. At another time use the cards that have sentences that can be used as adverbials. Down the middle of the board write when as many times as you have sentence cards. Pass out the cards and first ask a child with a sentence card to put it up before the when. Then ask if anyone with another colored card has a sentence that could follow the when. Repeat until all have had a turn.

4. Students could work individually or in small groups at a table to match up the cards.

FILL THE BLANKS

OBJECTIVE:

To develop the concept that different kinds of words have different places in a sentence.

MATERIAL:

A supply of sentences in which either a verb, or a noun, or a preposition, or some other part has been left out. You can write these across the board with space left below each one. Or you can print them on large cards so that they can be passed out to students. Here are some possibilities:

Sentences with a noun left out:

The _____ ran around the table.
A _____ is on the porch.
That _____ is pretty.
I see a _____.
I have the _____.
The cat is on the _____.

Sentences with a verb left out:

My friend can _____ the ball.
Jerry _____ the cat.
Father _____ the toy.

Sentences with a preposition left out:

The little bird flew _____ the tree.
Your pencil is _____ the desk.

Pairs of sentences in which both blanks can be filled by the same word or adjective:

The kitten is _____.
The _____ kitten drank the milk.

The bike is _____.
The _____ bike is here.

The tree is _____.
The _____ tree fell down.

BACKGROUND:

This game reinforces the concept which is developed in the Building Sentences game: that words fit in certain places and that there is an order to the way in which we put them together. Children in the first and second grade already know that order, though they aren't aware of what they know. They demonstrate their internalized, unconscious knowledge of it every time they speak. At this level we should make no attempt to point out the order or to label the word classes even though they will be selecting words from specific classes when they fill in the blanks. This game simply provides practice in making such a selection. As far as the children know, this should be just another game.

SUGGESTED PROCEDURE:

1. Show how the game works by illustrating with one sentence on the board or with one card. Have students take turns thinking of a word to fill the blank. List as many as they think of below the blank. If the sentences are carefully constructed (try them out yourself first), the words chosen will belong to the same class. Let students experiment with various words. Some will fit and some won't, and students will be able to tell which ones will and which ones won't. You might mention that when they think of words to put in the blanks they are drawing on their word bank.

2. Let students work in groups. Give each group a card or assign a sentence on the board to each group. If each group is given an identical sentence you can have a contest to see which group can think of the most words. Compare results at the end of a given time. At other times give each group a different sentence.

WHO HAS THE RHYMING WORD?

OBJECTIVE:

To encourage students to listen to and become consciously aware of the sounds of words.

MATERIALS:

For pre-readers - only a store of rhyming words

For readers - a set of pairs of cards, each pair having words that rhyme, The set can be added to during the year as children learn to recognize more words. Here are some possibilities:

cold	sing	can	think	sleep
told	bring	man	sink	peep

etc.

SUGGESTED PROCEDURE:

For prereaders - This could be played in a large group, but would probably work better in a small group so that each child can have more opportunity to participate. The teacher calls out a word and points to a child (or she could ask for a volunteer). The child is to respond with a rhyming word. If he succeeds, then it is his turn to say a word and point to someone to give a rhyming word. If he can't then someone else can have a try. The object would be to see how long the group can continue to think of words that rhyme.

For readers - Pass out the set of cards. At a signal each child is to look for the person having a card that rhymes with his. (Be sure that each word in the set has a rhyming word.) When the children have all found someone with a rhyming word, each pair will work together to make a list of other words that rhyme with the ones on their cards. Set a time limit and see which pair has the most words. Have them read their lists aloud.

MAKE IT LONGER

OBJECTIVE:

To help students discover that it is possible to make sentences longer and longer and to provide practice in various ways it can be done.

MATERIAL:

This activity requires no material at all, but variety can be added by sets of cards with simple basic sentences on them and other cards with parts that tell where, when, how, or why; and parts that modify nouns.

SUGGESTED PROCEDURE:

1. Begin by putting a simple sentence on the board. It might be something like

   The boy saw a rabbit.

   Ask students to tell you something about the boy and select from what is volunteered some modifiers to add on. You might get something like

   The little boy . . .
   The happy little boy . . .
   The happy little boy with freckles . . .

   Do the same for rabbit.

   Then ask questions about when he found the rabbit and where he found it, etc. Add what fits. You could end up with a sentence like

   The happy little boy with freckles found a black fuzzy rabbit in the garden this morning.

   Repeat this activity from time to time. You could make several different sentences from the same basic sentence in order to incorporate as much as possible of what the students volunteer.

2. Divide your class into groups and give them a sentence. Put a time limit on the activity and see which group can make the longest sentence. Have the sentence read and comment on how many different possibilities they come up with.

3. Put simple sentences on cards and pass one out to each group. On a table spread out cards on which you have printed various parts of sentences that tell when, where, what kind, etc. Have students select from them to add on to their own sentences. See which group makes the longest or most interesting sentence.

WORD FAMILIES

OBJECTIVE:

To develop the concept that many related words are built from the same root word.

MATERIALS:

Large outlines of trees. These can be drawn on the board or put on large poster boards. They can also be printed on paper for individual use by students. (A pattern is found at the end of this material.)

Sets of cards with word families printed on them, one word to each card. Some possible word families are:

walk	run	call	hope
walks	ran	called	hopeful
walking	running	calls	hopes
walked	runs	calling	hoping
walker	runner	caller	hoped
		recall	

write	man
wrote	manly
written	postman
writer	
writes	
rewrite	
writing	
rewriting	

You will be able to think of dozens of others.

BACKGROUND:

Part of the ability of humans to learn new words results from the fact that many words are made from the same root word, according to rules. Instead of memorizing every word, we learn the rules for making related words. For example, we add the sound we spell ed to all regular verbs to make them past. And once we know the root word we also automatically know most of the related words. There are regular rules for making the various forms of verbs; for making nouns plural; for making adverbs out of adjectives and adjectives out of nouns, etc. This game is based on this aspect of language, but of course none of the rules will be mentioned. Just play the game. The practice should reinforce something children already know unconsciously.

SUGGESTED PROCEDURE:

The tree represents a word family. The trunk represents the root word and the branches, or the fruit, the various words that grow from the root. There are several ways this device can be used, and it can be repeated through the year with new groups of words.

1. Draw outlines of trees on the board or on poster board. Write some root words on the trunks. Start with root words like walk or call in which the root word is repeated in every related word. Gradually, through the year, introduce some words like run in which some of the related words have a different form. At this level do not distinguish between noun endings, verb endings, etc. Accept all related words.

2. Pass out the sets of cards related to the root words you have printed on the trees, one card to each child. Each student will put his word on the appropriate tree. Then new root words could be put up and new sets of cards passed out. If you have magnetic boards the cards could be made of something that would stick to the board. Or you could simply let each child write his word on the tree.

Variations:

1. Pass out several sets of cards to small groups of students and let them arrange them in family groups and then draw trees and put the root and the words on the trees. This would help them identify the root word.

2. You could start with only the root word on the tree and have students think of the related words to add to the tree.

3. When students have acquired some skill in identifying related words, encourage them to think of their own word families and make their own trees.

I'M THINKING OF SOMETHING

OBJECTIVE:

To stimulate students to use various sentence parts in a specific situation.

MATERIAL:

A collection of various kinds of objects that can be identified by the way they feel. Possibilities are: a pencil, a piece of cotton, a rock, an ice cube, a piece of fur, a piece of bark, a small ball, a marble, a nail, sandpaper, a rubber band,, a block, a pin, a piece of chalk, a crayon, etc.

SUGGESTED PROCEDURE:

The activities described below begin with concrete objects to feel and look at, but progress to simply thinking about these objects.

1. Work with small groups. Put a number of objects in a bag. Let children take turns reaching in to select an object and to feel it without looking. They should be required to describe what it feels like to them. Then the other children in the group try to guess what it is. Then the child who has selected the object takes it out and they all look to see if anyone had identified it correctly. This would be a good time to talk about what other things might have been said about it to help in the identification.

   A possible variation would be to have the child who selects the object look at it and describe what it looks like as well as what it feels like. The other children try to guess what it is.

   Another variation would be to have only one object in the bag. Each child should feel of it and say one thing about it and at the end all the children would try to guess what it is before looking.

   You may need to help students find words at first by the questions you might ask. For example: Is it rough? Is it smooth? Is it round? Is it cold? Is it slippery? What shape is it? What color is it? etc. When they answer, require them to say "It is cold," or "It is not cold," rather than "yes" or "no."

2. After students have acquired some facility in describing things they can actually see or feel, let them play a game in which one thinks of something and tries to describe what it looks like and how it feels and the rest of the children try to guess what it might be. The one who guesses right first has the next turn to think of something.

SIMON SAYS

OBJECTIVE:

To stimulate children to use directional adverbials, and through their use to clarify their understanding of their meaning.

SUGGESTED PROCEDURE:

This is a variation of the old game "Simon Says Thumbs Up." But instead of being confined simply to putting thumbs up and down, all kinds of directions can be given. In the old game the person who was It would say "Simon says thumbs up." And everyone would put thumbs up (or down if that had been the direction). But if the one who was It simply said "Thumbs up," noone was to move. The signal must include "Simon says," if it is to be obeyed. Anyone who follows the direction when "Simon says" has been omitted is out. The last one left standing becomes It.

In this variation of the game, have all the children stand. Give directions that require them to distinguish between up and down, right and left, above and below, back and front, etc. Here are some possible directions:

Simon says put your left hand up.
Simon says put your right hand out to the side.
Simon says to turn around.
Simon says to hop on your left foot.
Simon says to look in front of you.
Simon says to look behind you.
Simon says to look to the left.
etc.

If you have children stand at their desks with pencils in their hands you can give such directions as

Simon says to put your pencil on your desk.
Simon says to put your pencil underneath your desk.
Simon says to put your pencil in your desk.
Simon says to put your pencil in your desk with your right hand.
etc.

The directions should begin very simply with only a few variations but as the year proceeds, could become more complicated. Don't have too many variations in any one game. You could limit what is possible by setting up some rules at the beginning of each game. For example, the first time you play it it could simply be thumbs up and thumbs down. The next time you could add something else.

HIDE THE THIMBLE

OBJECTIVE:

To stimulate children to use place adverbials.

MATERIAL:

A thimble or any other small object to hide.

SUGGESTED PROCEDURE:

1. The teacher starts off being It to show how the game is played. She hides the thimble (or any object) some place in the room.

2. The children try to guess where it is, by asking questions such as "Is it in your desk?" "Is it near the floor?" etc. Every time they ask such a question they will be using a place adverbial. And each one should lead them closer and closer to the specific place. The child who first guesses where the thimble is has the next turn to hide it.

3. Eventually it should be possible to play the game without a real object. Instead of hiding the thimble, the one who is It will simply think of some place to hide. He could say "I'm thinking of a place to hide the thimble. Where is it?" Then the rest of the children try to pinpoint the place by asking questions.

LANGUAGE WALK

OBJECTIVE:

To motivate students to think about some of the ways we use language.

MATERIAL:

Walking shoes and sturdy legs.

SUGGESTED PROCEDURE:

1. Check out the area in and within walking distance of your school for places where there are evidences of language being used: street signs; signs on buildings; newspapers in stands; signs on doors; lunch menus; traffic signs; people carrying on business in stores, etc.

2. Spend some time discussing the things we can do with language. For example, here are some possibilities:

   a. Present some problems to your class: Put something on your desk and ask them to think of how they could get it without getting out of their seats? (By asking someone to bring it to them) How could they get the light turned on without moving? (By asking someone to turn it on) How can they let their mother know they want to play at a friend's house after school?

   b. Or ask the following:

      You have lost your mittens. You wonder if anyone has found them. How can you find out?

      You can't remember what your teacher told you to do. How can you find out?

      You are lost. How can you find out where you are?

      You want your friend to stay all night. How can you let him know?

      etc.

3. After discussing the fact that we seem to use language all the time and in many ways, plan a walk in which you will be looking for examples of language being used. You will want to keep a list of all the things children notice and you may need to help them observe as many things as possible.

4. When you return to the classroom, put the list on the board and talk about it. It could be added to during the year as students think of other things to add.

ADD THE PUNCTUATION

OBJECTIVE:

To provide practice in punctuation.

MATERIAL:

Large punctuation marks cut out of cardboard. Begin with periods and question marks. Add others as students become familiar with them. You might also like to have a supply of capital letters.

Flannel board.

SUGGESTED PROCEDURE:

1. Place sentences on the flannel board with punctuation lacking. Have the punctuation marks scattered below the board in a box or on a table. Let volunteers come up and select the punctuation marks needed and add them to the sentence.

2. If you include the capitals they could be placed over the beginning letters of the sentences.

WHO AM I?

OBJECTIVE:

To make children aware of all the ways in which they are unique--including their language.

MATERIAL:

Tape recorder

SUGGESTED PROCEDURE:

1. Begin with pictures of two dogs, two cats, two horses, etc., any variety of pairs of things. Talk about how they are alike and how they are different. Emphasize the things that make each unique.

2. Talk about all the ways in which children are alike. You might want to have pairs of children take turns coming to the front and having other children describe how they are alike and in what ways they are different.

3. You could have students draw pictures of themselves.

4. Point out that each of us is a special individual not quite like anyone else. As you enumerate the things that each child has that is alike and at the same time different (For example, each child has eyes, but no two sets of eyes are quite the same.), lead them also to the fact that each of us has a voice and uses it to talk, and each voice is unique.

   Let students take turns tape recording their voices. Let them listen to their own. You may have to do this a number of times before they become at ease in hearing their own voice. Then from time to time play the tapes and have other students try to identify the child from his voice.

CATEGORIES

OBJECTIVE:

To help students develop the ability to recognize similarities and differences and the relationship between the general and the specific.

MATERIAL:

(Optional) Collection of pictures of various kinds of things: people, fruit, vegetables, flowers, animals, clothing, etc.

Sets of cards naming various items of different kinds. For example: apple, orange, grape, banana; man, woman, child, lady, baby; shirt, pants, shoes, dress, blouse, shorts, socks; carrot, peas, corn, etc. Make cards for as many categories as you can think of. Add new items and new categories through the year.

SUGGESTED PROCEDURE:

1. Pass out cards, one to a student. Across the top of the board list the general categories that the cards you have passed out fall into (fruit, clothes, etc.). Let each student take a turn going to the board to write in the right column the word he has on his cards.

2. Or, call out the name of a general category and have all the students who have words that fall into it stand up. Let each one read the word on his card.

3. Or, read one by one, the words on the cards. The student who first says what category it falls into gets the card. See which student can get the most.

4. Let students work in small groups with the whole set of cards, arranging them in categories. Let them make cards for new items to add.

ONE AND MORE THAN ONE

OBJECTIVE:

To reinforce the concept of singular and plural nouns.

MATERIAL:

Set of cards with a noun printed on each. Every singular noun should have its corresponding plural noun on another card.

SUGGESTED PROCEDURE:

1. Pass out cards, one to a student. Within a given time (30 or 60 seconds), have students try to find the child with the corresponding singular or plural card.

2. Have two columns on the board, one headed "One" and the other "More than one." (When you introduce the terms "singular" and "plural," you can use these headings instead.) Point to a child. He must then go to the board and write the word on his card in the right column. If it is a singular word it will go in the "One" column. The child with the matching card will then quickly go to the board and write the corresponding word in the other column.

3. Pass out only the singular or only the plural cards. Let students take turns putting their words on the board and writing the corresponding word in the other column.

4. Divide the class into teams. Read the word from a card. The child that can give the corresponding word (singular or plural) first gets the card. The team with the most cards at the end wins.

SAY WHY

OBJECTIVE:

To provide practice in using reason adverbials, both to increase the ability to use them in sentences and also to reinforce understanding of cause relationships.

MATERIAL:

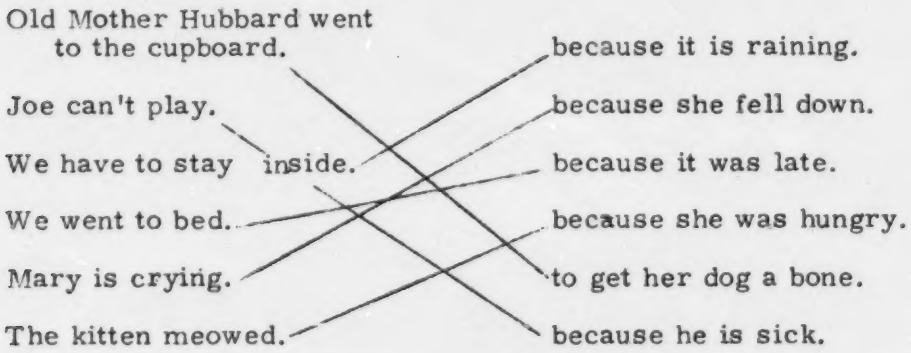
Set of cards with reason adverbials on them (these are related to the question why?). Some possibilities are: for fun, to get some candy, because he is tired; because it is raining, because the bell rang, etc.

SUGGESTED PROCEDURE:

Proceed as in the games "Say Where" and "Say When."

Variation:

On the overhead, board, or on sheets of paper, list some simple sentences in one column and some possible reason adverbials in a second column. Have students match the sentences to the possible adverbials. Here is a sample:


Old Mother Hubbard went to the cupboard.
Joe can't play.
We have to stay inside.
We went to bed.
Mary is crying.
The kitten meowed.
because it is raining.
because she fell down.
because it was late.
because she was hungry.
to get her dog a bone.
because he is sick.

SAY WHERE

OBJECTIVE:

To provide practice in using place adverbials, both to increase the ability to use them in constructing sentences and also to reinforce the concept that all things occur at some place.

MATERIAL:

Set of cards with place adverbials printed on them. Some possibilities are: here, there, at home, in the street, in town, in Chicago, on the playground, in the hall, at the ballgame, where the road ends, where the stoplight is, etc.

SUGGESTED PROCEDURE:

Proceed as in the game "Say When."

WORD CHAIN

OBJECTIVE:

To provide practice in recognizing initial and final sounds in words and learning how they are spelled.

SUGGESTED PROCEDURE:

Draw a chain on the board with each link large enough to write a word in.

Begin by putting a word in the first link. Then ask for a volunteer to put a word in the second link that begins with the letter the first word ends with. For example, if you put ten in the first link, the next word should begin with n. Continue to call for volunteers until the chain is filled or as long as children want to go on.

Variations:

1. Instead of asking for volunteers, each person who puts a word in a link will select another child who must put the next word in.

2. Put words on cards and pass them out. Ask one student to put his word in the first link. Then a student who has a word on his card that fits into the next link can volunteer, etc.

3. Pass out a set of word cards to each student or pair or group of students and have them arrange them in chains.

4. Have individual students make their own word chains on paper. They could do it on colored paper, cutting out links and glueing them together.

WHERE DO WORDS COME FROM?

OBJECTIVE:

To create interest in where we get the words we use.

MATERIAL:

The poem "Names" in the poetry section.* Depending on the maturity of your students, you can put it on the overhead or reproduce it for each student.

Set of cards, each with a question about one of the strange words found in the poem, and instructions to draw a picture of it. For example:

> What is an eggplant ?
> Draw a picture of one.

In addition to the words in the poem, you might also use buttercup, butterscotch, hopscotch, larkspur, foxglove, dragonfly, etc.

Large sheets of paper with one of the words at the top and the names of students who will work together in finding out what the word means. The paper should have a lined space at the bottom on which to write the definition.

BACKGROUND:

Words enter the language in many ways. Many have entered so far back that we don't know their origin. Some words are borrowed from other languages. Some are coined outright. Some are formed by combining or varying words we already have. The new words made in this way don't necessarily have any relationship to the words from which they were formed. This is true of the words in the poem "Names." Pussywillows were probably so named because they look something like a small cat, and the same would be true of catkins. Strawberries may have been so named because of the strawlike runners that trail off from the plant on the ground. Eggplant may have come from the shape of the fruit of the plant which resembles the shape of an egg. In the Middle Ages there was a superstition that butterflies stole milk and butter. This may be the source of the name. Kingfishers do catch fish, and they have a crest like a crown, and this may possibly be the origin of the name.

*We are indebted to Elizabeth Kurtz, teacher in Cottage Grove, Oregon, for the suggestion for this game.

SUGGESTED PROCEDURE:

1. Divide the class into groups of three students and hand out the cards, one to a group. Students should talk about what the object names on their card is and each should draw a picture of what he thinks it looks like. These can be displayed.

2. The next day pass out the sheets of paper, one to each group. Go to the library and have students, with your and the librarian's help, look up the item named on their page of paper and write the definition of it.

3. When you return to the class, read the poem and talk about how the words might have come to be used. Extend the discussion as much as possible. into a general discussion about where words come from and a generalization that often we make words up by combining other words.

SAY WHEN

OBJECTIVE:

To provide practice in using time adverbials, both as an aid in sentence construction and also as reinforcement for the concept of time and time relationships.

MATERIAL:

Large set of cards with time adverbials on them. Some possibilities: now, then, yesterday, last week, at four o'clock, Tuesday, in May, next year, tonight, when I get home, etc.

SUGGESTED PROCEDURE:

1. Divide the class into teams, pairs, groups, or let children work individually. Hold up the cards, one by one. The first child that can use the adverbial in a sentence, gets the card. The team, pair, group, or individual child that has the most cards at the end, wins.

2. Put a time adverbial on the board, or hold up a card with it on. Have students think of as many sentences as possible in a given time period using the adverbial. The group with the most sentences wins.

3. Divide the class into teams or groups. Read a sentence, such as "We will have lunch," or "Joe watches TV," or "The baby sleeps." The first child that can add something that tells <u>when</u>, wins a point for his team or group.

SHOPPING FOR WORDS

OBJECTIVE:

To reinforce the concept that words differ in where they occur in sentences.

MATERIAL:

A table in a corner and a large supply of word cards, color coded like those in the "Build a Sentence" game.

SUGGESTED PROCEDURE:

This activity could supplement the "Build a Sentence" game.

Set up a corner like a store or bank. Have the word cards sorted in boxes with separate colors in separate boxes. You could set it up like a booth with a big sign "Word Bank."

Let children come to the bank and select cards to build a sentence out of. Children can take turns being the banker.